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ABSTRACT

Materials which relate to the activities of the Philadelphia Student Library Resources Project for the period July 1, 1972-June 30, 1973 are presented. The Project, which began with research into student library needs, use patterns, attitudes and resources has now moved to the stage of interagency planning, operation, and evaluation of programs designed to meet the library needs of inner city students. The five major sections of the report contain materials which describe: 1) Project sponsorship and management; 2) demonstration programs; 3) community involvement; 4) evaluation of the Project's activities; and 5) dissemination of Project findings. (PB)

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SUPPLEMENT
TO ANNUAL REPORT

COVERING PHASE IV, JULY 1, 1972 – JUNE 30, 1973
PROJECT NO. 8-0519
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AND

PROJECT NO. 71-7602
GRANT NO. OEG-3-71-0133

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA

JOHN Q. BENFORD

THE SCHOOL DISTRICT OF PHILADELPHIA
21ST AND THE PARKWAY
PHILADELPHIA, PA. 19103

SELECTED MATERIALS COVERING
JOINT PLANNING AND DEVELOPMENT OF
A STUDENT LEARNING CENTER DEMONSTRATION

DECEMBER 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

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1. PROJECT SPONSORSHIP AND MANAGEMENT

Interagency Committee Membership

Community Advisory Board Membership

Staff

Project Activities Report Prepared for Interagency Committee

INTERAGENCY COMMITTEE

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

Mr. David A. Horowitz, Chairman
Associate Superintendent for School Services
The School District of Philadelphia

Philadelphia School District

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Associate Superintendent for
Curriculum Planning and Development
Mr. Edward K. Brown
Director, Instructional
Research and Development
Dr. Lillian L. Batchelor
Assistant Director, Libraries
Mrs. Joan B. Myers
Assistant Director, Libraries
Miss Dorothy Hopewell
Librarian, John Hancock School
Mrs. Benjamin A. Johnson
Teacher, Albert M. Greenfield School
Mrs. Lauretta Campbell
Parent
Mrs. Arnold V. Giusini
Parent
Mrs. Joseph Robinson
Parent
Students: Jamie Falligan
Cheryl Mobley
Zachary Perry

Philadelphia Archdiocese Schools

Rev. Paul F. Curran
Assistant Superintendent of Schools
Sister Mary Arthur
Director of School Libraries
Mr. Edward Purnell
Director of Secondary Education
Mrs. Odelia Lee
Teacher, John W. Hallahan High School
Mrs. Jeanette C. McLaughlin
Parent
Students: Rozena Kirby
James Thomas

Independent Schools

Mrs. Agatha K. Crouter
Headmistress, Springside School
Mrs. Isabella Schlosser
Librarian, Springside School
Mrs. Sarah Woy
Parent
Students: Rachel Hoffman
Sheila Sims

Free Library

Mr. Keith Doms
Director
Miss Maria A. Davis
Associate Director
Mrs. Carolyn W. Field
Coordinator, Office of Work
with Children
Mrs. Peggy Glover
Coordinator, Office of Work
with Adults and Young Adults
Miss Elizabeth J. Keen
Young Adult Specialist

Institutions of Higher Education

Mr. Sidney August
Head Librarian
Community College of Philadelphia
Miss Linda Brick
Reference Department
Temple University
Mr. Richard DeGennaro
Director of Libraries
University of Pennsylvania
Mr. Wilfred Frisby
Director of Library Services
Philadelphia College of Textiles
and Science
Mr. Arthur Hamlin
Director of Libraries
Temple University
Mr. Samuel Powell, Jr.
Student, Swarthmore College
Mr. Richard Snyder
Director of Libraries
Drexel University
Brother Thomas Warner
Director of Libraries
La Salle College

Project Consultant

Dr. Lowell A. Martin

Project Advisor

Mr. Emerson Greenway

As of November, 1973

Philadelphia Student Library Project

ACTION LIBRARY

COMMUNITY ADVISORY BOARD

CHURCH

Rev. Cecil D. Gallup
Rev. George R. Vermeiren

COMMUNITY ORGANIZATION

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Miss Erika Waechter

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Mrs. Isma Carey
Mrs. Lorraine Goldsborough
Mrs. Rebecca Littlejohn
Robert L. Poindexter
George A. Scott

STUDENT

Miss Phyllis Bebee
Karen Reddick

PROJECT PERSONNEL

Project Center Personnel

John Q. Benford	Project Director
Anne L. Hearn	Educational Research Associate
Verna Shmavonian	Coordinator of Evaluation
Alan Miceli	Evaluation Assistant
Lowell A. Martin	Project Consultant
Cathleen Kubiniec	Evaluation Consultant

Action Library Personnel

Charles R. Peguese	Administrator
Donald E. Jones	Associate Librarian
Ronald W. Hart	Community Relations Specialist
Patricia Myrick	Children's Librarian
Bernice Berry	Reading Specialist
Lewis Anderson	Audio-Visual Specialist
Beverly Goldsborough	Specialist, Education for the Handicapped

The Philadelphia Student Library Project

PROJECT ACTIVITIES REPORT

May 19, 1973 through September

I. Project Organization and Staffing

- Alan Miceli joined the project staff as Junior Evaluator to replace Donna Novak.
- Nelson Freed, evaluation staff, resigned to accept a position with the Enoch Pratt Library, Baltimore.
- Randall Lewis joined the evaluation staff.
- A State Library cadet was assigned to the staff of the Action Library for the summer.
- Three Youth Corps workers were assigned to the Action Library for the summer program.

II. Action Library Activities

- A special summer schedule went into effect on July 9. Hours were 9:00 a.m. to 3:00 p.m.
- More than 900 individuals participated in summer activities.
- Students had a wide variety of activities to choose from including instruction in black history, math activities, science, reading readiness, reading enrichment, language arts, arts and crafts, photography, music, graphics, dance, story hours, films, sewing and crocheting, TV production, typing and dramatics.
- Games and special recreation sessions at a nearby playground and swimming pool and field trips were also available.
- Community Aides participated in program planning and assumed responsibility for some activities entirely.
- Field trips included visits to Temple University's Tomlinson Theater, the Playhouse in the Park, the Zoo, a fish hatchery, the Schuylkill Valley Nature Center, the Franklin Institute and the Philadelphia harbor.
- A field trip for senior citizens was held.
- Bernice Berry, Reading Specialist, attended a District II Secondary Reading meeting on June 12.
- Visitors to the Action Library during the summer included (among others): 26 library students who were participating in a national workshop at Villanova.

BEST COPY AVAILABLE

Members of Drexel University's Library Fundamentals class.
Francis Witt, Pennsylvania State Library, made a presentation on toy lending.
District Two Counseling Supervisor, School District of Philadelphia.
Dr. McCrossan, Bureau of Library Development, State Library of Pennsylvania.

III. Evaluation

- A field survey, using an Attitude Scale and a Teacher Questionnaire was conducted in the first two weeks of June. All 4th, 5th and 6th graders in parochial and public elementary schools in the target area participated, as well as 7th and 8th graders in the parochial schools and all 8th graders at Barrett Jr. High. A sample of 4th, 5th, 6th and 8th grade classes in the Francisville control area also participated. A total of 1400 children were given the Attitude Scale. Twenty-three teachers in the target area elementary schools were asked to complete eight questionnaires on frequent users of the Action Library.

- Analysis is being made of data collected during the first year of operation of the Action Library -- including registration, attendance, materials, circulation and activities -- as well as of the results of the Attitude Scale and Teacher Questionnaire which were administered In June. Information will be available for release in October.

- Evaluation of community aide performance were completed by Charles Peguese and Donald Jones.

- Final revisions to a Parent-Community Survey Plan and instrument were reviewed. The instrument was pilot tested in August; the field survey will be done in October.

IV. Dissemination

- The first anniversary of the Action Library was held on June 20. A committee of Community Advisory Board members and staff (with representation of the IAC by Lillian Batchelor) planned the day which included exhibits in the Action Library of work done during the school year. Staff members were prepared to discuss summer program plans. In the skating rink, several community organizations set up tables to distribute literature; art from community schools was displayed; an essay contest on "why I like the Action Library" was held: and second graders from the E. M. Stanton School read poetry and sang several songs. Community residents and students visited the library during the day and a special luncheon was held for members of the Community Advisory Board and staff.

- A presentation was made at the American Library Association to the Childrens Services Division. More than 400 people saw the slide show at that time.

- Donald Jones, Associate Librarian, represented the project at a Bureau of Library Development (Pennsylvania State Library) workshop in Bethlehem where outreach programs were discussed.

- Media Citations

Catholic Library World (July, 1973) carried a reprint of the addresses of Mr. Benford, Mr. Peguese and Mrs. Shmavonian at their national conference.

Information Bulletin (Library of Congress, August 3, 1973) report on presentation at ALA.

A Guide's Guide to Philadelphia, Julie P. Curson, description of Action Library in libraries section.

2. THE DEMONSTRATION - PROGRAMS

Action Library Weekly Program Schedule

Action Library Reading Development Prescription Form

Action Library Reading Development Evaluation Form

Poems from Poetry Workshop

List of Field Trips

Field Trips by Month

Administrator's Letter Regarding Field Trips

Staff Development Sessions

Reading Specialist's Staff Development Session

Children's Librarian's Staff Development Session

Junior Evaluator's Memorandum on Staff Development

ACTION LIBRARY WEEKLY PROGRAM SCHEDULE

Dept: All Departments

Week of: May 14, 1973

	DATE	TIME	ORGANIZATION	MATERIALS	LOCATION	COMMENTS
SUNDAY						
MONDAY	5/14	1:00 p.m. 4.00 p.m.	Arthur School A.L. T V. Group	Books T.V. Equipment	Arthur Sch.-Myrick Media Room-Anderson	
TUESDAY	5/15	10:00 a.m 1:00 p.m 10:00 a.m 10:30 a.m 9:30 a.m.	St. Mary Get Set Arthur School Harding Jr. High A.R.D. Academy for Careers	Bks., Filmstrips Books Film (Population) T.V. Equipment T.V. "	A.L. Club Room-Myrick Arthur - Myrick A. L. Main Room-Anderson Media Rm.-Anderson Media Rm.-Anderson	
WEDNESDAY	5/16	10:00a.m. 1:30p.m. 9:30a.m. 1:30p.m. 4:00p.m. 2:00p.m.	Rebound Day Care Emanuel Parish School Senior Citizens Durham A.L. T.V. Group Drexel Lib. School	Filmstrips Film-Red China Bus Graphic Arts T.V. Equipment A. L. Slides	Adult Room-Myrick Y.A. Room-Hamud Fairmount Park-Hart Media Room-Anderson Media " -Anderson Y.A. " -Peguese	
THURSDAY	5/17	10:30a.m. 1:30p.m. 12:00a.m. 10:30a.m. 1:30p.m. 5:30p.m.	First African Get Set Barratt Jr. High Stanton & Arthur Schools St. Anthony Barratt A.L. T.V. Group	Tape, Filmstrip Film; Color us Pinocchio Cameras Poetry Text Cam. T.V. Equipment	Adult Rm.-Myrick Black Y.A. Rm-Hamud-Disc. Walnut St. Thea.-Goldsborough Media Room-Anderson Media " - " Media " - "	
FRIDAY	5/18	11.15a.m. 12:30p.m. 9:30a.m. 2:00p.m. 4:30p.m.	Various Sch. - Trip Various Sch. - Trip Comp. Early Child. Tec. Interagency Com. Friday Film Series	Bus(Me Nobody Knows) Bus(Me Nobody Knows) A.L. Slides A.L. Slides A.L. Film	Playhouse in the Park-Myrick Playhouse in the Park-Hamud A.L. Media Room-Jones A.L. Y.A. Rm.-Peguese A.L. Main Room-Staff	

ACTION LIBRARY READING DEVELOPMENT

PRESCRIPTION SHEET

Name:_____ School-Organization_____

Grade:_____ Instructor:_____

Type of Instruction:_____

DATE	RECOMMENDED MATERIALS USED	OBJECTIVE (S) (SKILL)	RECOMMENDATIONS and ASSESSMENTS

COMMENTS:

ACTION LIBRARY READING DEVELOPMENT

EVALUATION SHEET

Name: _____ School - Organization _____

Age: _____ Instructor: _____

Grade: _____

Type of Instruction: _____

Date	Type of Test Materials Used	Objective(s) (Skill)	Pre-test Score	Post-test Score	Materials Recommended

COMMENTS:

FIELD TRIPS - 1972-1973 *

JULY

1. No Place To Be Somebody - Walnut Street Theater
   - attendance - 9 children

AUGUST

1. The Philadelphia Zoo
2. Ile-Ife Black History Museum
3. University of Pennsylvania Museum
4. No Place To Be Somebody - Walnut Street Theater
   - attendance - 200 children, 30 adults

SEPTEMBER

Report indicates that four field trips were made during the month to the free museums
- attendance - 134 children (36,34,28,36)

NOVEMBER

"Sounder" - (movie)
- attendance - 35 children

FEBRUARY

1. Les Ballet Africaines - New Locust Street Theater
   - attendance - 70 students
2. Poetry Reading - Temple University - Don L. Lee
   - attended by a group of teenagers

MARCH

1. The Philadelphia Free Library
   - attendance - 5 children
2. Grant's Department Store - Sewing Club - Juanita Myrick
   - attendance - 9 children

APRIL

1. King Arthur - (musical) - Walnut Street Theater
   - attendance - 30 pre-school children
2. Pennsylvania Dutch Country Outing - Ron Hart
   - attendance - 35 senior citizens from Gloucester House and Anderson Recreation Center Golden Agers Club

MAY

1. The Me Nobody Knows - Playhouse in the Park
   - attendance - 60 students
2. Mother's Day Program - Temple University
   - attendance - 8 children, 4 adults

MAY

3. Pinocchio - Walnut Street Theater
   - attendance - 24 children, 5 adults

JUNE

1. The Sorcerer's Apprentice - Playhouse in the Park
   - attendance - 63 students

2. Schuykill Valley Nature Center
   - attendance - 45 students

JULY

1. Folktales - Sing-Along - Temple University's Tomlinson Theater
   - attendance - 39 children

2. Playhouse in the Park

3. Fish Hatchery

4. The Schuylkill Valley Nature Center

* This information was compiled from LSCA Report and from activities records completed by individual staff members.

FIELD TRIPS - 1972-1973

	No. of Trips	No. of Students	No. of Adults
July '72	1	9	-
August	6	200	30
September	4	134	-
October	-	-	-
November	1	35	-
December	-	-	-
January '73	-	-	-
February	2	80	-
March	2	14	-
April	2	30	35
May	2	72	9
June	2	108	-
Total	22	682	74

ACTION LIBRARY

N.W. Corner, 20th and Christian Sts., Philadelphia, Pa. 19146/(215) 545-1144

CHARLES R. PEGUESE,
Administrator

DONALD E. JONES,
Associate Librarian

CLIFTON J. WILLIAMS,
Chairman, Community Advisory Board

January 23, 1973

Mr. John A. Frangipani
Superintendent, District #2
Drexel School
16th & Moore Streets
Philadelphia, Pa. 19145

Dear Mr. Frangipani:

As per our telephone conversation on Monday, January 22, Action Library is planning a program which will take a group of 80 students from elementary to senior high school level, attending public and parochial schools in our primary area to see "Les Ballets Africains" on Tuesday, February 27, at 10:00 a.m.

I will contact the target school principals to inform them that a specified number of tickets have been set aside for each school.

We are planning to have the individual children brought to the library to board the bus which will be provided. After the show the children will return to Action Library by the same bus.

The program will consist of introductory activities, such as story hours for the early elementary grades involving African culture, and African dance, beginning the week prior to the performance, in the Action Library. Junior and senior high school students will be introduced to the Ballet through films, books and other media on West African culture. During the week following the performance, follow-up activities will include a program of films on Guinea and a speaker.

Sincerely yours,

Charles R. Peguese
Administrator

cc: John Q. Benford

STAFF DEVELOPMENT SESSIONS - 1972-1973

READING

Remedial Reading	10/72	Berry
Recognition of Primary Reading Difficulties	1/19/73	Berry
Recognizing Reading Difficulties	3/30/73	Berry

SPECIAL EDUCATION

Introduction to Special Education		Goldsborough

LIBRARY SKILLS

Use of the Card Catalogue	11/03/72	Jones
Cataloging and Classification	3/02/73	Jones
Basic Reference Services #1	4/16/73	Hamud
Basic Reference Services #2	11/17/73	Hamud

MEDIA SKILLS

Use of Media Hardware	10/27/73	Anderson

CHILDREN'S WORK

Introduction to Children's Literature through the 19th Century	1/73	Myrick
Trends in 20th Century American Children's Literature	5/11/73	Myrick

ACTION LIBRARY
20th and Christian Streets
Philadelphia, Pa. 19146

READING

Developed by: BERNICE G. BERRY
Date: 3-30-73

CENT D

SESSION ____ ○ PROGRAMMING ☐ ○ STAFF DEVELOPMENT ☒ ○ ENRICHMENT ☐

○ PROGRAM ACTIVITY: Title RECOGNIZING READING DIFFICULTIES

Presented by: Name	Position	Organization
Bernice G. Berry	Reading Specialist	Action Library
Jacqueline Barnett, Lena Rogers, Elizabeth Mackey, Laura Barnes		

○ EVALUATION DESIGN OBJECTIVES: (use reverse side if necessary)

Jb Volunteers and part-time para-professionals who work in the center will take affirmative actions to improve their own credentials in education, libraries or related fields

Please Check:

Workshop ☐ Seminar ☐ Demonstration ☒ Lecture ☒ Exhibition ☐
Showing ☐ Cultural Activity ☐ Field Trip ☐ Lesson ☒

○ PARTICIPANTS: (Please Check) Number of Participants

Pre-School ☐ K-3 ☐ 4-6 ☐ 7-12 ☐
Special Education ☐ Adults ☒ Parents ☐ Other Action Library Staff

○ LOCATION: Young Adult Room . TIME SCHEDULE: 4:30 PM to 6:00 PM

○ IMMEDIATE PROGRAM OBJECTIVES: (use reverse side if necessary)

To get participants to:

1. Recognize reading difficulties amongst children they service
2. Learn various reading terminologies
3. Learn a few procedures used by the reading team to assist children with weaknesses in reading skills

(CONTINUED ON REVERSE SIDE)

○ EQUIPMENT AND MATERIALS:

Charts, worksheets, games, paper, pencils

IMMEDIATE PROGRAM OBJECTIVES (Cont'd.)

4. Learn some techniques they may use with children.

5. Realize and understand reading can be enjoyable.

6. See how the reading program fits into other areas within the Action Library.

7. A follow-up to the previous presentation on reading difficulties.

DATE: MARCH 30, 1973

SUBJECT: READING STAFF DEVELOPMENT

A G E N D A

I. Brief discussion on film - "The Right to Read"

II. Presentation of Recognition of Reading Difficulties

III. Presentation of Reading Terminology

IV. Games

A. Unscrambling phonetic spelling of words
B. Round Robin Story-telling

V. Mini Lessons on:

A. Table #1 - Initial consonant sounds
by Jacqueline Barnett

B. Table #2 - Comprehension - Using antonyms
by Elizabeth Mackey

C. Table #3 - Vowel Sounds - Magic "E"
by Lena Rogers

D. Table #4 - Comprehension - Finding the Main Idea
by Laura Barnes

E. Table #5 - Study Skill - Alphabetizing - Using the Dictionary
by Bernice Berry

TO: Verna Shmavonian

FROM: Donna Novak, Junior Evaluator

RE: Staff Development

DATE: Friday, May 11, 1973

Ms. Pat Myrick introduced her staff development program to the professional staff at their weekly meeting. I must admit that my first reaction was not good. I was afraid that Pat was going to overwhelm the staff with the amount of material she hoped to present in two hours. The subject matter seemed beyond them - too college oriented. As it turned out, I walked into the staff enrichment session with a pre-conceived idea that, irregardless of her enthusiasm, Pat was about to fail in her efforts.

The session got off to a dramatic start with the playing of music and the lighting of the "story candle." Pat explained the significance of the storyteller in ancient times. By asking individuals to explain their immediate needs, Pat led the group into a discussion of "needs." From this point the program moved into an introduction of the many children's books pertaining to the needs of man. Every person present at the session played an active role in the program. Each aide had been given one of the books listed in the program and was asked to review the book in terms of the specific "need" it represented. Others present asked questions or participated in the discussion.

Pat then broke off the discussion after the first hour and provided a refreshment break before moving into the second part of the program - Reality versus Fantasy..

Once again Pat was successful in stimulating active and worthwhile discussion among the group.

In conclusion, Ms. Myrick's program was successful and entertaining. I believe the aides found it as enjoyable a session as I found it.

HOW CAN A POOR MAN GET ANYWHERE

HOW CAN A POOR MAN GET ANYWHERE
WHEN HE HAS NOTHING TO USE, TO HANG ONTO
AND WHEN HE HAS NO ONE
MAYBE TOMORROW HE MAY FIND SOMEONE
A POOR MAN HAS TO GO A LONG WAY
TO GET WHAT HE WANTS
SO I ASK THIS
HOW CAN A POOR MAN GET ANYWHERE!

Audrey Adside
Grade 8

"BLACK"

I was born Black and free
And that is the way it shall always be

Free I was born in this world today
And no one can change it the other way

I would rather be in my grave
Than be a slave

Black I am
And Black I shall stay
I would never rather be any other way
Black is Beautiful

John Haskins - 13

THEY TEACH US NOT TO PRAY

The bible is not read in school
It hurts the mind said some fool
And they teach us not to pray
They send the men and boys to wars
While the gangs surround our doors
So they teach us not to pray

The gangs on the corner every day
The law passes - looks the other way
No minor worries about a child playin in dirt
If fear of a innocent child get shot or hurt
So they teach us not to pray

All praises and glory to our prisoner of war
But what about a woman tourched behin' locked door
They have sent armies of good men to die faraway
They gang stay here to kill the relative day by day
So they teach us not to pray

There's no delinquents at the school and church
at 8th & Vine
But God you have to go. You're stopping
progress of mankind
So hail to the gangs they win with glory
They stay to kill for there own territory
And they teach us not to pray

So they know how to send you away
But the gangs are here to stay
So God get a gun and call your gang the
revelotions
For gang leaders and guns they have no evolutions
And they teach us not to pray

Beatrice Smith, 16

ACTION LIBRARY

20th and Christian Streets
Philadelphia, Pa. 19146

LIBRARY SKILLS

Developed by: Pat Myrick
Date: 5-11-73

UNIT A

SESSION____

PROGRAMMING ☐ STAFF DEVELOPMENT [X] ENRICHMENT ☐

PROGRAM ACTIVITY: Title TRENDS IN TWENTIETH CENTURY AMERICAN CHILDREN'S LITERATURE

Presented by:

Name	*Position*	*Organization*
Pat Myrick	Children's Librarian	Action Library
staff		Action Library

EVALUATION DESIGN OBJECTIVES: (use reverse side if necessary)

B1 The percentage of users...who are able to find things by themselves will increase over time.

Jb Volunteers and part-time paraprofessions who work in the Center will take affirmative actions to improve their own credentials in education, libraries or related fields.

Please Check:

Workshop ☐ *Seminar* [X] *Demonstration* ☐ *Lecture* ☐ *Exhibition* ☐

Showing ☐ *Cultural Activity* ☐ *Field Trip* ☐ *Lesson* ☐

PARTICIPANTS: (Please Check) Number of Participants

Pre-School ☐ K-3 ☐ 4-6 ☐ 7-12 ☐

Special Education ☐ Adults [X] Parents ☐ Other _____

LOCATION: Action Library TIME SCHEDULE: 4 AM PM to 6 AM PM

IMMEDIATE PROGRAM OBJECTIVES: (use reverse side if necessary)

1. To stimulate staff interest in children's books
2. To present an idea of the variety of books available.
3. To stimulate discussion of books.
4. To familiarize staff with current trends and controversial topics within the field.

EQUIPMENT AND MATERIALS: Books, outline

TRENDS IN TWENTIETH CENTURY AMERICAN CHILDREN'S LITERATURE

(Music plays as everyone enters the room. A candle is placed on each table. They will be lit by specific people at a pre-arranged signal. After everyone is seated the lights are extinguished. The program coordinator stands at the head of the room with the story candle.)

In ancient times the storyteller imparted the accumulated knowledge of mankind. Today we have books. But in memory of that time let us light a candle in the hope that our children will be able to learn from the past in order to successfully meet the future. (All candles are lit simultaneously.)

(Keith) Co-worker: "Motto" by Langston Hughes:

I play it cool
And dig all jive
That's the reason
I stay alive.

My motto,
As I live and learn,
is:
Dig And Be Dug
In Return.

(From a pre-instructed person at each table:)

(Phyliss) 1. Why Children's Literature? Why books?
(Don) 2. What do children's books have to do with us?
(Sheila) 3. What good can they do for the kids?
(Leslie) 4. I want something that has to do with me and my experience.
(Juanita) 5. I'm tired of this fantasy and imagination foolishness. What do you have that's <u>real</u>?

(The lights are switched on.)

The poem speaks of life--especially the quality of it. The following answers to the questions hope to demonstrate how as parents, instructors, sisters, brothers, aunts, uncles, godparents and as examples in Action Library, we can try to affect the quality of the lives of the children with whom we come in contact.

NEEDS

Life is about needs. Living is the process of trying to fulfill them. Children's Literature, as a reflection and part of life, records human experience, enables the reader to explore the world, and offers both an outlet for and an insight into the child's--and every person's--needs.

Certain basic needs are common to most people and most times. What are yours?... Let's see if you agree with the following:
(Members of the audience are asked to read the opening statement which defines the need and briefly elaborates upon it. One book from each of six literary categories will be discussed for each need although three are given. Half of the book talks are given by prepared members of the audience.

1. COMPETENCE -- the need to achieve. A feeling of competence is necessary for a person to feel pride and self-respect. To know that they can make a contribution to the world in which they live and that they are independent.

Picture Books: Sam-- Scott, A.; Rosa-Too-Little--Felt, S.; Bobo's Dream--Alexander, M.
Poetry: "Youth," The Dream Keeper--Hughes, L.; "Black Is Beautiful," Here I Am--Baron, V; "Living Among The Toilers," On City Streets--Larrick, N.
Folk And Fairy Tales: Rakoto And The Drongo Bird--McKnown, R; Cinderella--Brown, M; Tales Of Temba--Arnott, K.
Historical Stories: Call It Courage--Armstrong, S; Free Souls--Dahl, M.; Corrie And The Yankee--Levy, M.
Realistic Stories: Train Ride--Steptoe, S.; Lillie Of Watts Takes A Giant Step--Walter, M.; Marchers For The Dream--Carlson, N.
Informational Literature: ABC's--any concept book; How To Play Better Baseball--Jackson, C.; Malcolm X--Adoff, A.

2. MATERIAL SECURITY -- the need for physical well-being. Survival comes first. Books satisfy this need vicariously. They provide insights to a variety of conditions of material security--or lack of it--and thereby increase a child's understanding of the surroundings of others and itself.

Picture Books: The Little House--Burton, V.; Seashore Story--Yashima, T.; Come Over To My House--LeSeig, T.
Poetry: I Too Sing America," I Am The Darker Brother--Adoff, A.; "You Took This World Away From Us," Poems By Kali--Grosvenor, K.
Folk And Fairy Tales: Three Gold Pieces--Aliki; Fables Of Aesop--Kent, J.; Nibble, Nibble Mousekin--Anglund, J.
Historical Stories: Bimby--Burchard, P.; Viking Adventure--Bulla, C.; Little Woman--Alcott, L.
Realistic Stories: Jazz Man--Weik, M.; A Quiet Place--Blue,R.; North Town--Graham, L.
Informational Literature: Susan B. Anthony--Peterson, H.; William C. Handy--Montgomery, E.; Career books.

3. INTELLECTUAL SECURITY -- The need to know. Children are born curious. Without satisfaction of this need their minds would cease to grow and in some cases their bodies would cease to survive. Most important, to know the how or why of something provides the confidence to go on learning and living.

Realistic Stories: Member Of The Gang--Rinkoff, B.; I Wrote My Name On The Wall--Solbert, R.; Trouble After School--Beim, J.
Informational Stories: The Junior Party Book--Carlson, B.; Let's Face It--Archer, E.; Spooky Tricks--Wyler, R.

6. PLAY -- the need for change. Variety provides relief from everyday routine. It also gives people an alternate opportunity for learning and self-discovery. The desire for change is basic to humanity once the confidence to meet new situations is developed.

Picture Books: Mother, Mother I Feel Sick--Charlip, R.; The Judge--Zemach, M.; Mother Goose--Fujikawa, G.
Poetry: Beastly Boys and Ghastly Girls--Cole, W.; Laughable Limericks--Brewton, S.; Did You Feed My Cow?--Burroughs, M.
Folk And Fairy Tales: Such Is The Way Of The World--Elkin, B.; Curious Critters--Lauber, P.; Lazy Jack--Werth, K.
Historical Stories: Terrible, Horrible Edie--Spykman, E.; More Adventures Of The Great Brain--Fitsgerald, J.; Mischevous Meg--Lindgren, A.
Realistic Stories: Henry Huggins--Cleary, B.; Wee Pals-- Charlie Brown--Schultz, C.
Informational Stories: Games Of Many Nations--Harbin, E.; Pint-Sized Fun--Pflug, B.; Marking Easy Puppets--Lewis, S.

7. AESTHETIC SATISFACTION -- the need for order and beauty. All people need something to clear confusion and depression. Good literature, through story line, use of language, and development of characters, can provide emotionally satisfying experiences.

Picture Books: And I Must Hurry For The Sea Is Coming In--Mendoza.; The Owl And The Woodpecker--Wildsmith, B.; Mandala--Adoff, A.
Poetry: "Mother To Son," The Dream Keeper--Hughes, L.; Haiku: The Mood Of The Earth--Atwood, A.; I Am A Man--Merriam, E.
Folk And Fairy Tales: Anansi The Spider--McDermott, G.; The Nightingale--LeGallienne, E.; Tikki-Tikki-Tembo--Mosel, A.
Historical Stories: Aida--Verdi, G.; Little House In The Big Woods--Wilder, L.; Actor In Exile--Malone, M.
Realistic Stories: Sound Of Sunshine, Sound Of Rain--Heide, F.; The Hundred Dresses--Estes, E.; Journey To The Moon--Fuchs, E.

REALITY VERSUS FANTASY

In addition to meeting the recognized intellectual and emotional needs of the reader, children's literature must-- and now does--respond to the demands of its clientele for books which examine all aspects of life.

Realism-Problems--The television generation has shown avid interest in works dealing with reality rather than with fantasy,

folklore or fairy tales. This is apparent in the growing number of books being published that are concerned with the physical, emotional and situational problems of life: drugs, poverty, mental retardation, sex, abortion, death and serious personality malajustments. These subjects are unromanticized; virtue and justice do not always prevail.

The proponents of realism claim that true-life-stories better prepare children for adulthood by teaching them that:

1. The unpleasant facts of life must be faced--it is better to start with them than be disillusioned later.
2. It encourages children to view their own and other people's shortcomings realistically.
3. It helps the child avoid romanticizing, day-dreaming and avoiding the hard truth when he/she is faced with a problem.
4. Realism gives youngsters an accurate idea of the responsibilities and problems of adulthood.
5. It exposes children to social ills and their causes and thus helps them prepare themselves psychologically for the difficulties they might encounter.
6. True-to-life stories validate the experiences of children who do not have "normal" childhoods or family situations. This provides reassurance to them that they are not alone and insights to those who do have happy homes into the problems of others.

Fantasy--Books having fantastical themes and plots are now undergoing an upsurge in popularity with adult readers, while children's interest in them is fading. It would be interesting to outline the forces in our society which are stimulating our children to grow up faster and the adults to escape into a make-believe world.

Fantasy advocates argue that the use of imaginative literature:

1. Provides children with a sense that they, too, can achieve whatever goals they choose and overcome hardships and disaster.
2. Satisfies the need for warm all-ends-well conclusions.
3. Strengthens awareness of real life because fantasy is ultimately rooted in the reality of the everyday world.
4. Is a source of needed mental and emotional escape.
5. Encourages the development of the imaginative powers that are desparately needed to meet the demands of an unknown future.
6. Children experience control over their own destinies through fantasy and they also safely and harmlessly rid themselves of aggressive and violent emotions.

Some books which give insights into or examine serious topics:

A Month Of Sundays, Blue, R. (divorce)
Are You There God, It's Me, Margaret. Blume, J. (puberty)
Its Wings That Make Birds Fly. Weingarten, J. (poverty, unwanted child)
Sex: Telling It Straight. Johnson, E. (includes homosexuality, birth control, abortion)
Soul Brother And Sister Lou. Hunter, K. (racism, police brutality)
That Ruby. Brown, M. (disruptive child)
V.D.: Facts You Should Know. Bianzaco, A.
Water Pollution. Laycock, G.

Sample fantasy works:

Alice In Wonderland. Carroll, L.
Fog Magic. Sauer, J.
In The Night Kitchen. Sendak, M.
Mr. Corbett's Ghost. Garfield, L.
Pinocchio. Collodi, C.
Seven Day Magic. Eager, E.
Time At The Top. Ormondroyd, E.
Where The Wild Things Are. Sendak, M.

Realism--Non-Fiction--An alternate aspect of realism is informational literature. Our children need accurate, factual, up-to-date material that treats current discoveries, especially in the science and social study areas, in a style and vocabulary suitable to the reader's comprehension level. Writers are producing relatively easy-to-read and understandable books on such sophisticated topics as computers and the human digestive system. A result of the publishers' success in meeting the demands for instructional material is that more children's non-fiction books are being created than fiction works.

A variety of unusual or non-fiction topics that are suitable for children:

ABC Of Ecology. Milgrom, H.
All About Courts And The Law. Brindze, R.
Arithmetic For Billy Goats. Baer, D.
Before The Buddha Came: The Story Of The Earliest Civilizations Of The Far East. Fairservis, W.
Computers. Srivastava, J.
David He No Fear. Graham, L.
Science Experiments You Can Eat. Cobb, V.
Spare Parts For The Human Body. Nolen, W.
Project Viking: Space Conquest Beyond The Moon. Stambler, I.
Op-Tricks. Marks, M.

1. What are the reading trends at Action Library? Preschoolers? Grades 1-3? Grades 4-6? Young Adults? Adults?
2. Why?
3. What type of book would you choose for your child?

4. For what personality type of child would you select a fantasy or imaginative book?
5. For what age group?
6. For what kind of child would you choose a realistic story?
7. For what age group?
8. What types of books do you read?
9. Why?

MINORITY GROUPS IN CHILDREN'S LITERATURE

Children's literature is supposed to depict all people with dignity, sensitivity and truthfulness. Here is what is happening:

The great upsurge in the quantity of minority book publishers and presentation of minority, especially the black minority's, problems, life-styles and people is relatively new in children's literature. The debate is on about the quality of the writing and the authenticity of the situations presented. Chief among the questions now being asked about books featuring minorities are:

1. Can a story written by a person who is not a member of the group being written about accurately describe the lifestyle, emotions and reactions of that group?
2. Must the experience recounted in the story be one typical in every aspect to the group presented or do "universal experiences" also reflect the situations, hopes and desires of a particular minority?
3. Is the use of dialect and/or slang acceptable in children's books?
4. Should minority children be exposed only or mostly to literature which depicts their own experience and that of their forefathers or should they also be exposed to representations of other cultures and peoples?
5. Who is to judge the appropriateness and accuracy of minority books? Teachers? Librarians? Community people?
6. Should children's classics such as Mary Poppins and Doctor Dolittle which contain racist passages be taken off public and school library shelves?

Integrationist Books--With the upsurge of the Civil Rights movement in the 1960's more writers created books showing black and white people solving problems together. They also presented the problems that black people have when moving into white neighborhoods or going to previously all white schools. Unfortunately, many of these books have a "big brother" approach (in my opinion.) One example of a book which gives both parties equal time and depicts them with equal beauty is Gabriella And Selena by Desbarats, P. Some controversial books depicting the black experience are:

Whistle For Willie. Keats, E.
Uptown. Steptoe, S.
Harriet In The Promised Land. Lawrence, J.
Oh Lord, I Wish I Was A Buzzard. Greenberg, P.

Melindy's Medal. Faulkner, G.
Soul Brothers And Sister Lou. Hunter, K.
Roosevelt Grady. Shotwell, L.
Sounder. Armstrong, W.

Well-know and respected black writers and educators such as John Steptoe, Kristin Hunter, Charlemae Rollins and Dr. Hurst, (president, Malcolm X College) vociferously complain that both trade and textbooks either omit the black child or distort his/her heritage. They also charge that books which do feature or include black people are negative, simplistic and white in their approach. The solutions offered are that books must be written and published by black people for black people. Other recommendations are that children must be made aware of the racism in their books, the situation must be aired nationally, black book exhibits must be created and that it is necessary to initiate a syndicated news column concerning books for and about the black child. Other minorities have also been protesting. In March 1972, lawyers from the Mexican American Legal Defense Fund and Western Center On Law and Poverty brought suit against the California State Board of Education to prevent it from purchasing $4,000,000 worth of social science textbooks. Court action resulted in a temporary restraining order prohibiting adoption of textbooks which are accused of causing, "real and serious harm to children of racial and ethnic groups," citing the books present those groups in, "demeaning and unfavorable situations," which sould "generate in the minds of pupils feelings of inferiority...and make them ashamed of their natural...backgrounds."

Members of the Association On American Indian Affairs have studied six hundred books supposedly depicting Indians. Four hundred were rejected as, "flagrantly demeaning." Of the others so few gave a positive or honest image that they finally decided to select only books authored by American Indians. Only one children's fiction book on contemporary Indian Life by an Indian author could be located.

It has also been found that there is a conspicuous ommission of Asian Americans from school texts. Only one or two sentences refer to the Chinese as the main labor force in the building of the transcontinental railroad. All Asian Americans are linked with China or Japan whether they want to be or not.

In books supposedly about Puerto Rico the fact that Puerto Ricans have and prefer their own culture is omitted. Puerto Ricans are also portrayed as being ignorant, undependable, inaccurate and dependent on that great benefactor The U.S.A. for all good things and improvements. One educator also noted that Puerto Ricans also seem to be about the only people who are happy in and contented with the ghetto, as they are presented in books.

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3. COMMUNITY INVOLVEMENT

Minutes from a Community Advisory Board Meeting

COMMUNITY ADVISORY BOARD

Regular Meeting - Thursday, May 10, 1973

Present: Phyllis Beebe, Lorraine Goldsborough, Isma Jackson, Robert Lewis, Celestine Ricks for Mame Sims, Algie Streat, The Rev. Vermeiren, Erika Waechter, Clifton J. Williams

Present for the Library Project: John Q. Benford, Norman M. Chansky, Charles Cella, Charles R. Peguese, Donald E. Jones, Anne Hearn, Zelda Braudy

The meeting was opened at 3:35 with a slide presentation on Action Library. A quorum of members was present. Father George, who was recuperating from surgery, left at the end of the presentation. Clifton J. Williams, chairman, gave the invocation. The minutes were read by Lorraine Goldsborough. There were no additions nor corrections. The chairman made a motion that the minutes be accepted as read. Robert Lewis seconded the motion.

Clifton Williams requested information about the grant after June 30, 1973. Mr. Benford answered that the grant is being processed in the Contracts Division of the Office of Education. It is for eight months, which runs to the end of February, 1974. We are awaiting word from the Board of Education (Phila.) on the grant which will cover summer employment for several college students.

Mr. Williams announced that the closed sessions of the C.A.B. meetings will be carried for the next few months.

Administrator's Report - The April report was distributed to the members in attendance. Mr. Peguese added that meetings had been held at the Child Guidance Clinic attended by Action Library professional staff and Ms. Erika Waechter and Mr. Harry Aponte of the Clinic.

Mr. John Benford gave the report of the Research Center in the absence of Verna Shmavonian. Circulation for April was 1906. Registration total was 177. He reported that close to 70% of the Community has been registered, therefore registration figures will drop each month. There has been a surprising jump in visits to the Library. There has been more rigorous attention to these figures with the use of the time clock.

Mrs. Lorraine Goldsborough questioned Mr. Peguese concerning a presentation which is to be given to the Action Library staff. This will be in the Children's Literature area and will relate to a Creative Dramatics course attended by Leslie Allen, one of Action Library's community aides. Aiding in the presentation will be Patricia Myric , Lewis Anderson and Beverly Goldsborough. Mrs. Lorraine Goldsborough requested permission to attend the program. This was granted by Mr. Peguese.

Mrs. Lorraine Goldsborough who had been unable to attend the last two C.A.B. meetings because of illness, questioned the attendance of Ms. Ricks as a substitute f Ms. Sims. She asked whether it was possible for any other member to send a substitute when he or she was unable to attend a meeting. There was much pro and con discussion. Ms. Waechter suggested that Ms. Sims be contacted

and made aware of the situation. The question had been raised as to whether she wished to continue as a C.A.B. member. Mr. Williams said he would like to include Ms. Ricks in some way without abrogating any rules. He asked if it was amenable to the Board for him, as chairman, to speak to both Ms. Sims and Ms. Ricks some time before the next meeting.

C.A.B. Newsletter - Mr. Williams asked a number of members to help with the new issue. Ms. Isma Jackson and Mrs. L. Goldsborough promised to assist.

On June 20 there will be an in-house anniversary celebration. Mr. Williams appointed Lorraine Goldsborough and Phyllis Beebe to represent the C.A.B. on a committee. Mr. Peguese was asked to pick representatives from Action Library and Mr. Benford will send representatives from the Research Center. Mr. Williams suggested that the sound-slide presentation should be shown at least three times on the day of the celebration.

It was noted that the coming issue of the Newsletter must be at the typesetter by May 25.

Ms. Goldsborough suggested that the anticipated three new Board members be introduced at the Anniversary celebration. Their names are Rubye Weaver, Maurita Graham, and Karen Reddick.

The meeting adjourned at 5:00 p.m.

4. EVALUATION

Amendments to the Evaluation Design

Evaluation Outline

Basic Evaluation Forms

Control Community Profile

Attitude Scale

Teacher Questionnaire

Visitors to the Action Library by Month

Personnel Performance Objectives

Professional Staff Evaluation Form

Community Aide Evaluation Form

Letter From United Communities

Letter From Chilrden's Services, Inc.

Letter From a Teacher

Letter from Gloucester Senior Citizens

Memorandum From Junior Evaluator

STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

Student Learning Center Demonstration
Amendments to the Evaluation Plan

February 15, 1973

Park Towne Place, Room S-14
2200 Benjamin Franklin Parkway
Philadelphia, Pa. 19130

STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

Student Learning Center Demonstration
Amendments to the Evaluation Plan

Following are amendments to the evaluation plan of the Philadelphia Library Project dated January 4, 1972. These amendments have been made on the basis of continued careful study of the original plan and more than a year's experience with the original plan. The end result is a more reasonable and simplified plan, with a manageable timetable. Specifics of the research design will be delineated in a seperate document.

There are five types of changes included in the amendments:

1. Seven objectives (Ad, Ba, Bg, Fd, Fe, Ha, Fb) have been eliminated or changed: a number of others have been further explicated as stated in appendix I.

   -Ad (change in listening skills and "literature appreciation" for grades 4-6) has been changed by deleting the phrase "literature appreciation" because the concept is not easily measurable.

   -Ba (change in social and verbal competence) was amended to exclude "social competence" as being nonrelevant to library usage.

   -Bg (change in competence of older students assisting younger students) was eliminated since it is considered not suited to objective measure.

   -Fd (Relationship between frequency of center attendance and improvement in school progress) was eliminated as being too ambiguous. Two other objectives (Ba and Ab) provide a better statement of educational progress.

   -Fe (Familiarity of residents of the community with Center logo, etc.) was replaced by a more important objective; "The percentage of parents in the primary service area who are knowledgeable about the Center's location, hours, services, and user policies will increase over time."

   -Ha (State-of-the art inventory) is changed to read, "The Project and Demonstration Center staff will review pertinent literature before developing objectives and plans for the demonstration." This was in fact accomplished prior to the definition of objectives and a bibliography was prepared.

-Kb (Frequency of contacts between personnel of the target community's schools and Free Library personnel) was eliminated because there are no Free Library branches within reasonable walking distance from the community.

2. A set of priorities has been assigned to the remaining 70 or so objectives.

   -Highest priority is assigned to the product objectives under A*, B (except for Bc, Bf, Bj, Bk, and Bn), C, D, E (except for Ea, Eb, and Ec), F (except for Fb); to the process objectives under G; and to the management objectives under H, I and K.

   -Middle priority is assigned to Bc, Bf, Bj, Bk and Bn; to Ea, Eb, and Ec; and to Fg.

   -Lowest priority is assigned to the objectives under J.

3. Procedures for assessing objectives have been clarified; procedures judged invalid or impractical were eliminated; supplementary procedures for assessing certain objectives were added to provide varieties of evidence; the number of data-gathering instruments has been reduced to the minimum required, and the instruments will be designed to serve as many objectives as possible. This will expedite the compilation of data and reduce the frequency of testing and interviewing of Center users.

4. The populations to be studied for each outcome have been explicated; where appropriate, population groups have been added.

5. The time schedule for accomplishing work tasks for product objectives has been revised, on the basis of past experience, in order to make the entire evaluation plan implementation an achievable product. The time schedule for all other objectives remains as set forth in the January 1972 Plan.

Consistent with the evaluation staff's belief that a quality evaluation of a program requires extensive planning, the attached tables were carefully developed and revised in a series of staff meetings. The amendments reflected in the attached tables (Appendices I and II) reflect the combined professional evaluation staff judgment of what, at this point in time, appears to be a comprehensive and reasonable plan of action. Further additions and modifications to the plan may be dictated by practical innovations or improvements in programs and/or as the needs of the target community change. Thus, additional analyses may be undertaken if time and staff availability permit, hopefully increasing the richness and validity of the evaluation program.

*See January 1972 Evaluation Plan

The desired products are reflected in the objectives delineated in Appendix I. These objectives reflect several categories of outcomes, including, for students, verbal abilities, participation in the library, knowledge of and use of library materials, attitude toward libraries and learning, knowledge of Black history and culture; knowledge of the community, and satisfaction with library's programs. For non-student populations, i.e., teachers, librarians, parents, community members, etc., the outcomes include knowledge of, use of and opinion of the Library.

To assess the extent to which each of the desired objectives has been attained, a series of instruments or record-keeping procedures have been selected, where applicable, or will be specially devised for the project. (these instruments are listed in Column I in Appendix II.) Depending on the objective, these instruments will be administered to one or more of the populations of interest (i.e., students, teachers, parents, etc.) at one point in time, at two points in time (reflected in Appendix I by the term 'Gain' in the objectives column) or at several points over time (reflected in Appendix I by the term 'Trend' in the objectives column).

Outcomes will be assessed on the basis of the passage of time per se as well as on the basis of frequency of participation in library activities and nature of participation in library activities. A distinction will be made between participation in 'structured' and 'unstructured' library activities.

Within a given population of interest, results will be analyzed in several ways, depending on the nature of the objective. In some cases, one group (a total pupulation or a sample), either randomly or systematically selected, will be studied. In other cases, matched groups will be compared. As indicated earlier, the specifics of the research design will be delineated in a separate document.

Two recent developments in the overall evaluation design which should greatly improve the validity of the evaluation are not reflected in the Appendices. First, a professional evaluator has been assigned to the Action Library full time. This staff person will (1) ensure that the ongoing record-keeping systems necessary for analyzing the results of the program are accurately maintained, (2) make accurate observations of specific children engaged in specific activities in the Library, and (3) conduct a small number of case studies. The last task is intended to supplement the information obtained through objective means for the various samples. Second, procedures will shortly be established to provide accurate and complete information on who uses the library center when, for how long, and, to the extent possible, for what purpose. This ongoing record-keeping will enable the evaluation staff to obtain data essential for analyzing several of the outcomes of the project. As an added advantage, it will allow the analysis of several additional types of data, such as patterns of usage over time, the relative frequency of usage by different grade levels, etc.

Student Library Project Evaluation Plan

Appendix I: List of Objectives & Procedures for Assessing Objectives

I	II	III	IV												
Revised Code No.	Code No. in the January 1972 Plan	Objective	Instrument(s) or Procedure(s)	Population(s) (See Key, p. 9)											
				Students						Other					
				1	2	3	4	5	6	7	8	9	10	11	12	13
A_1	(A_a)	Gain in Reading Readiness	Phila. Reading Readiness Test	X												
A_2	(A_b)	Gain in: Word Meaning, Paragr. Meaning, Work Study Skills	Stanford Achievement Test		X											
A_3	(A_c, A_e)	Gain in: Vocabulary, Reading Skills, Work-Study Skills	Iowa Tests of Basic Skills			X	X									
A_4	(B_a)	Verbal Competence (ability to speak coherently)	1. Questionnaire completed by students' teachers and librarians (Q1)	X	X	X	X									
			2. Observation Rating Form (O)	X	X	X	X									
B_1	(B_b, B_i, B_k)	Trend over time: Increase in Active (vs. Passive) Participation in Library	1. Structured Activity Form	X	X	X	X	X	X							
			2. Observation Rating Form (O)	X	X	X	X	X	X							
			3. Questionnaire completed by MR Specialist (Q_3)						X							
B_2	(C_c)	Gain in knowledge of materials & projects available in Center	Questionnaire completed by students (Q_2)				X									

Appendix I

I		II	III	IV												
Revised Code No.	Code No. in the January 1972 Plan	Objective	Instrument(s) or Procedure(s)	Population(s) (See Key, P. 9)												
				Students						Other						
				1	2	3	4	5	6	7	8	9	10	11	12	13
E_3	(B_1)	Gain in ability to find reference materials independently	1. Iowa Tests of Basic Skills: Reference Materials Subtest			X	X									
			2. Observation Rating Form (O)			X	X	X								
B4	(C_b, C_e)	Gain in ability to select, locate & secure resource materials suitable for solving homework problems, doing student reports & locating recreat'l & social resources of the community	1. Iowa Tests of Basic Skills: Reference Materials Subtest			X	X									
			2. Questionnaire completed by students' teachers & Librarians (Q_1)			X	X	X								
B_5	(B_c)	Trend over time: Increase in use of Center materials to do homework	Questionnaire completed by students (Q_2)				X									
B_6	(B_f)	Trend over time: Increase in application of library skills to solving actual problems	1. Questionnaire completed by students (Q_2)					X								
B_7	(B_n)	Trend over time: Increase in 'mix' in type of materials checked out	1. Materials Circulation Form			X	X	X								

Appendix 1

I Revised Code No.	I Code No. in the January 1972 Plan	II Objective	III Instrument(s) or Procedure(s)	IV Population(s) (See Key, p. 9) Students 1	2	3	4	5	6	Other 7	8	9	10	11	12	13
C_1	(B_d, B_h, F_a)	Trend over time: Increase in (1) positive attitude toward and (2) interest in (a) Libraries and (b) Learning	1. Attitude Scale				X	X								
			2. Materials Circulation Form		X	X	X	X	X							
			3. Questionnaire completed by Students' Teachers and Librarians (Q_1)		X	X	X	X	X							
			4. Structured Activity Forms		X	X	X	X	X							
			5. Questionnaire completed by MR Specialist (Q_3)						X							
C_2	(B_m)	Increase over time in frequency of use of other libraries	Questionnaire completed by students (Q2)				X	X								
C_3	(K_a, K_b)	Gain in (a) frequency of & (b) quality of contacts between teachers, school librarians & Free Librarians	Questionnaire completed by teachers & librarians (Q_4)								X					
D	(C_a, C_d, C_f)	Factual Knowledge of (a) Black History & Culture & (b) Community	Objective Test (T)				X	X								
I	(B_e, D_a, D_b, D_c, D_d, D_e)	Student opinion of various Center Programs	1. Questionnaire completed by students (Q_2)				X	X								
			2. Student Attendance	X	X	X	X	X	X							

Appendix 1

I		II	III	IV												
Revised Code No.	Code No. In the January 1972 Plan	Objective	Instrument(s) or Procedure(s)	Population(s) (See Key, p. 9)												
				Students						Other						
				1	2	3	4	5	6	7	8	9	10	11	12	13
E2	(B_j)	Trend over time: Increase in number of referrals by community organizations & agencies	Student Registration Form	X	X	X	X	X	X							
E3	(E_a, E_b, E_c)	Trend over time: Increase in (1) number of & (2) frequency of visits to Center by non-students	Guest Book							X	X			X	X	
E4	(E_d)	Trend over time: Interest & support of Interagency Committee	Attendance at Interagency Committee Meetings									X				
E5		Trend over time: Interest & support of Community Advisory Board	Attendance at Community Advisory Board Meetings										X			
E6	(I_n)	Trend over time: Increase in number of (1) parents & (2) general public who volunteer their services	Staff List							X					X	
E7	(F_b, F_e)	Parents' knowledge of Center	Interview of Parents (11)							X						

I	II	III	IV												
Revised Code No.	Code No. In the January 1972 Plan	Objective	Instrument(s) or Procedure(s)	Population(s) (See Key, p. 9)											
				Students						Other					
				1	2	3	4	5	6	7	8	9	10	11	12	13
E8	(F_b)	Parents' opinion of the value of the Center to their children, re. (1) social dev't. (2) personal dev't. (3) school achievement	Interview of Parents (I_1)							X						
E9	(F_c)	Community Leaders' & General Public's (1) Knowledge of Center (2) Opinion of the value of the Center	Interview of Community Leaders & General Public (I_2)											X	X	

Appendix I

Population Codes

1 = Kindergarten
2 = Grades 1, 2
3 = Grade 3
4 = Grades 4 - 6
5 = Grades 7 - 12
6 = Mentally Retarded

Students

7 = Parents
8 = Educational Professsionals (teachers, librarians, etc.)
9 = Interagency Committee
10 = Advisory Board
11 = Community Leaders
12 = General Public
13 = Center Staff

Student Library Project Evaluation Plan

Appendix II: Summary List of Instruments & Time Schedule

Instrument	Code No. of Objective(s) it will Assess*	TIME	DEADLINES
		Construct & Pilot Test	Administer
STANDARDIZED TESTS			
Philadelphia Reading Readiness Test	A_1	--------	Annually in April (By School System)
Stanford Achievement Test	A_2	--------	" "
Iowa Test of Basic Skills	A_3 B_3 B_4	--------	" "
SPECIALLY CONSTRUCTED INSTRUMENTS			
Questionnaire about students completed by students' teachers and by librarians (Q_1) (Forms: K-3, 4-6, 7-12)	A_5 B_4 C_1	By 3/30/73	By 6/30/73
Questionnaire completed by students (Q_2) (Forms: 4-6, 7-12)	B_2 B_5 B_6 C_2 E_1	By 3/30/73	By 6/30/73
Questionnaire completed by MR Specialist (Q_3)	B_1 C_1	By 6/30/73	By 9/30/73
Questionnaire completed by teachers and librarians (Q_4)	C_3	By 3/30/73	By 6/30/73

*Refers to Revised code, Appendix I

Appendix II

Instrument	Code No. of Objective(s) it will Assess	TIME	DEADLINES
		Construct & Pilot Test	Administer
Observation Rating Form (O)	A_5 B_1 B_3	By 6/30/73	By 6/30/73
Attitude Scale (AS)	C_1	By 3/30/73	By 6/30/73
Test of Knowledge of Black History and of Community (Forms: 4-6, 7-12	D	By 9/30/73	By 9/30/73
Interview of Parents (I_1)	E_7 E_8	By 6/30/73	By 9/30/73
Interview of Community Leaders (I_2)	E_9	By 6/30/73	By 9/30/73
CENTER RECORD FORMS			
Structured Activity Form	B_1 C_1		
Student Attendance	E_1		
Materials Circulation Forms	B_7 C_1		
Student Registration Form	E_2		
Guest Book	E_3		
CAB attendance and minutes	E_5		

Evaluation of the Action Library Demonstration

I. Purpose, Organization and Description of the Evaluation

A. Purpose. The purpose of the evaluation is to measure the degree to which the objectives established for the library-learning center demonstration have been achieved. The documentation of the evaluation results will make available information about workable techniques and programs for possible adoption or adaptation by Philadelphia's school and public library organizations and by library organizations elsewhere.

B. Organization. The evaluation component is an integral part of the Philadelphia Student Library Project and is the responsibility of the project director. The evaluation staff include Verna Shmavonian, Coordinator, Nelson Freed, Donna Novak, and Roger Garthwaite (part-time).

C. The evaluation plan. A comprehensive evaluation plan was prepared in accordance with E.S.E.A. Title III Guidelines in January, 1972, and was amended in February, 1973. The plan provides for an assessment, on a continuing basis, of some 70 objectives which were developed for the demonstration. They are classified as product, process, and management objectives. Many of the process and most of the management objectives are short-range and have been accomplished. Most of the product, and certain of the process objectives are intermediate or long-range and cannot be measured for at least two to four years from opening of the demonstration center. A list of all objectives is contained in the document entitled, Objectives for the Learning Center Demonstration, October 19, 1971, as amended by Amendments to the Evaluation Plan, February 15, 1973.

II. Information provided by the evaluation

A. Baseline data on individual users of the Action Library

1. Who is registered?

   Name, address, grade, age, date of registration, school name and location in regard to the target area, and assigned library number. Also includes institutional registrants.

2. Who uses the library?

   Name, address, grade, age, date of registration, school name and location in regard to the target area, and assigned library number. Also includes institutional registrants.

3. How frequently does he visit and how long does he stay?

   Name, date, time entering and time leaving for each registrant.

4. What activities and programs does the user participate in?

   Name, date, specific activity involved in, the length of time involved, materials and equipment used. This same information is available for group activities, and also contains the number of students and adults participating, and the name of the organization or school.

5. What materials are circulated?

   Name, date, type of material circulated (hardback book, softback book, magazine, record, filmstrips, or cassette), the Dewey Decimal Number for non-fiction materials, a breakdown by subject area for fiction materials, and whether the material was from the Junior, Young Adult or Adult collection.

B. Analyses from baseline data (June 1973)

1. How frequently do students visit the Action Library? How do the average number of visits per month per student compare for various grade groups? How does the frequency pattern compare with that identified in the 1969-70 research?

2. To what degree is distance from the Action Library related to frequency of visits? Which is most likely to have an effect, the distance from a

user's home, or the distance from a user's school?

3. What trends over time in frequency of visits are observable?
4. To what degree are frequency of visits related to time of day and day of week?
5. Of all the activities offered at the Action Library, which have attracted the greatest number of participants? Does the same pattern hold for different grade groups? Are the activity patterns consistent over a long period of time or does it fluctuate according to seasonal or other changes?
6. What organizations consistently bring groups to the Action Library to participate in activities? What proportion of these groups represent public, parochial, or independent school interests? Which grade levels appear to be most interested in activities for either school or organizational group visits?
7. How much time have individual students spent in specific activities? To what extent do students participate in structured activities compared to the total amount of time they spend in the library? How many students are being exposed to a variety of materials and equipment, and to what degree?
8. How many materials circulate each month? How many users do circulation data represent? Do users who take materials out one month return to use additional materials?
9. What percentage of the materials which circulate are: hardback books; softback books; magazines; records; filmstrips; or cassettes? Which age groups are more prone to use a specific type of material? Do the same students use a diversity of materials, or do they tend to rely on one primary type?

10. What subject areas are of most interest to users? Which parts of the collection are most heavily used by different age groups? Which subject areas should be "beefed-up" in future acquisitions, and which de-emphasized according to circulation statistics? From which collection - juvenile, young adult or adult - do various materials circulate? To what extent do younger users utilize the young adult collection, and vise-versa?

11. Do the same students who come to the Action Library most often also participate in more activities and circulate more materials, or are the greatest users the more moderate attendees? How do the use patterns vary by age, or proximity to the library?

12. In regard to attitudes about libraries and learning, how do users of the Action Library compare to non-users? Within the Action Library, how do these attitudes vary according to frequent and infrequent users. Are those users with the most positive attitudes the same users who circulate the most materials and participate in the most activities?

As of June 1974

1. All of the above. In addition, trends will be observed on periodic basis - monthly, semi-annually or annually, depending upon the type of information.

2. If mass testing data on reading skills are available, do students using the Action Library show any statistical differences when compared to students who have never used the Action Library? Within the Action Library, to what degree do those students enrolled in special reading programs show significant improvement in reading skills.

3. Will those students who frequently use the Action Library show a gain in ability to find reference materials independently? Or, a gain in ability to select, locate and secure resource materials for solving

homework problems and student reports? Will changes in any one of these areas relate directly to Action Library attendance, use of materials, or participation in activities?

4. Will the attitudes of new registrants at the Action Library continue to become more positive about libraries and learning than non-users? What changes in attitude will occur in users after a longer period of exposure to the Action Library? How will students's opinions of various center programs change?
5. Will there be any increases over time in the frequency of use of other libraries by Action Library registrants? If so, are these the same students who are frequent and heavy users of the Action Library? Are these differences pronounced for specific age groups?
6. To what extent will users of the Action Library increase their factual knowledge of black history and culture; also, their knowledge of community, especially for users very involved in programs and activities specifically designed for this purpose?
7. To what extent do community and professional groups support the Action Library? What do trends over time indicate for: referrals by community organizations and agencies; number and frequency of visits to Center by non-students; Community Advisory Board and Interagency Committee interest; and community leaders and general public's knowledge of center and opinion of its value?
8. What are the parents' opinion of the value of the Center to their children's personal development and school achievement, as compared to their children's actual use of the center?
9. To what degree have children who were attracted initially by the Center's audiovisual media and program become users of written materials? Can we isolate the point at which this change begins to occur?

ACTION LIBRARY

REGISTRATION FORM

PLEASE COMPLETE ALL INFORMATION FOR EACH REGISTRANT

DATE: __ / __ / __

Assigned Gaylord Number: __ __ __ __

Name: (last) _____ (first) _____

Address: _____ ☐

Telephone Number: _____

Date of Birth: __ / __ / __

School: _____ ☐☐☐☐

Grade: ___ ___ Age: ___ ___

How did you hear about the Action Library? _____

ACTION LIBRARY

ACTIVITY RECORD

DATE: __ / __ / __

Name of Activity: _____

Activity Leader: _____ Number of Students: ☐☐☐

Location or Station: _____ Number of Adults: ☐☐☐

Organization or School: _____

Teacher or Monitor: _____ Grade Level ☐☐

Time: _____AM _____PM Length of Activity: ☐HR. ☐☐MIN.

Materials and/or Equipment Used: _____

_____

_____

_____

_____

NAME	GAYLORD NUMBER	TIME START	TIME END

ACTIVITIES FORM

Staff_____

Week_____

1. Please characterize in general terms any of the major activities in which you have been engaged in the past week (Routine activities need not be recorded).

NONE____

_____

_____

_____

_____

2. Have you encountered any major difficulties in this past week? If yes, what action do you see that would alleviate these difficulties?

YES____

NO_____

_____

_____

_____

_____

3. Do you have any suggestions for improvement of project operation or management? If yes, please list.

YES____

NO_____

_____

_____

_____

_____

4. Have you made any major changes in your work plans or schedules? If yes, what?

YES____

NO_____

_____

_____

_____

_____

_____

EXAMPLES OF ENTRIES

Question 1

Development of special film series on the Presidential Elections. Arrange for special lecture on March 6, 1972, by Howard Best (author of "Today We Conquer").

Developed an instrument for the recording of attendance statistics.

Question 2

Order for filmstrip viewers due on March 11 did not arrive; we should arrange for borrowing or renting viewers until order arrives. Did not have enough part-time assistance to complete scheduled activities this week; hire additional aides or get volunteer help.

Question 3

I believe that we need a special meeting of the staffs to review the activities of the last funding quarter. I think that a larger amount of time should be allocated for staff development.

Question 4

Because of the lack of filmstrip viewers, a special program on the history of Philadelphia was postponed. Because of insufficient part-time help, the one-hour multi-media demonstration has been deleted from my program.

ACTION LIBRARY

MATERIAL CHECK OUT LIST

DATE __ / __ / __

GAYLORD NUMBER	TYPE OF MATERIAL (CHECK ONE)						DEWEY DECIMAL NUMBER	COLLECTION
	Book Hardback	Book Softback	Magazine	Record	Filmstrip	Cassette		J, Y or A

ACTION LIBRARY

ATTENDANCE SIGN-IN

DATE: __/__/__

NAME	LIBRARY NUMBER	SCHOOL OR ORGANIZATION NAME	TIME ENTER	TIME LEAVE

HE SCHOOL DISTRICT OF PHILADELPHIA

HILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

MATTHEW W. COSTANZO
Superintendent of Schools

IN Q. BENFORD
oject Director

NE L. HEARN
ucation Research Assoc.

OWELL A. MARTIN
oject Consultant

January 31, 1973

TO: J.Q.B.
V.S. ✓
J.V.
N.F.

FROM: R.G.

SUBJECT: Preliminary Control Population Search

Please review and comment before next evaluation staff meeting.

Thank you.

The following analysis is based upon information derived from the Supplement to the Progress Report covering Phase III from June 15, 1970 to June 14, 1971.

The following three communities were ranked with respect to their similarity to the Christian Street target community:

Proposed Control Area:

1. Francisville Community
2. Temple U. Community
3. Ludlow Community

In summarizing this data, it is my recomendation that the Francisville Community be considered as a Control Area for the following reasons:

1. The number of public and parochial schools available is similar to the number found in the Christian Street Community.

2. Though the decile ranking for the percentage of students in families with low income is somewhat lower for the Francisville Community as compared to the Christian Street Community, it is as high as any of the other communities considered.

3. The decile rankings for Aid to Dependent Children, Student Achievement Level, Teacher Experience, Teacher Vacancies, and Teacher Turnover are identical for the two communities.

4. The racial distribution for the public schools is very similar in these two areas.

5. The student enrollment totals for the parochial and public schools in the Francisville Community are both similar to the Christian Street Community and sufficient enough to draw the necessary control samples.

6. Both the Christian Street Community and the Francisville Community are located in School District 2, thus reducing the number of contacts with various school board personnel.

TABLE 1

COMMUNITY	NUMBER OF SCHOOLS			% of FAMILIES LOW INCOME[1]	ADC[2]	ACHIEVEMENT LEVEL[1]	TEACHER EXPERIENCE[2]	TEACHER VACANCIES[2]	TEACHER TURNOVER[2]	CIRCULATION BOOKS/STUDENT[1]	BRANCH LIBRARY WITHIN 1/2 MILE COMMUNITY CENTER	SCHOOL DISTRICT	
	Pub	Par	Total										
CHRISTIAN STREET	7	3	10	9	8	8	6	5	6	7	YES	2	
FRANCISVILLE	6	3	9	7	8	8	6	5	6	8	YES	2	
TEMPLE U.	7	2	9	7	7	9	5	5	5	8	YES	5	
LUDLOW	7	3	10	7	4	8	7	5	6	7	NO	5	

NOTE: 1 - See Appendix 1

2 - See Appendix 2

TABLE 2

COMMUNITY	AVERAGE RACIAL DISTRIBUTION of PUBLIC SCHOOLS (1969-1970)			STUDENT ENROLLMENT TOTALS		STUDENT ENROLLMENT by GRADE (PUBLIC ONLY)			
	% WHITE	% BLACK	% SPANISH	PAR.	PUB.	K-6	7-9	10-12	
CHRISTIAN STREET	7.0	93.0	0	1300	4982	3314	1242	----	
FRANCISVILLE	8.2	89.3	2.5	1384	5850	3817	1791	----	
TEMPLE U.	2.1	84.3	13.6	1255	9076	5463	1763	1850	
LUDLOW	10.9	54.0	35.1	1410	5420	5420	----	----	

CHRISTIAN STREET COMMUNITY
Lombard to Wharton; Broad to 24th St.

Nearest Branch Libraries - Queen Memorial, 1315 Pt. Breeze Ave. and Phila. City Institute, 19th and Locust Streets

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION Printed Materials Per Student	AVERAGE WEEKLY CIRCULATION Decile Rank	LIBRARY COLLECTION Number of Volumes In School Library Collection	LIBRARY COLLECTION Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
St. Anthony	297	.8		2,052	6.9			
St. Charles	629	.4		1,335	2.1			
St. Rita	374	1.0		2,358	6.3			
St. Theresa	306	.6		1,264	4.1			
Arthur	597	.6		4,200	7.1			
Barrett	1,242	.2		10,164	8.1			
Durham	246	2.2		3,526	14.3			
Landreth	812	.5		4,000	4.9			
Pierce	595	.7		4,800	8.1			
Smith	709	1.0		7,918	11.2			
E. M. Stanton	601	.4		4,400	7.3			
TOTALS	6,408	.7	7	46,017	7.3	8	87%	9

District Decile Rank - District 2*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
8	6	5	6	8

*Data apply to public schools only.

1. FRANCISVILLE COMMUNITY

Fairmount to Columbia; Broad to 24th.St.

Nearest Branch Library - Columbia Avenue, 23rd Street and Columbia Avenue

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION Printed Materials Per Student	AVERAGE WEEKLY CIRCULATION Decile Rank	LIBRARY COLLECTION Number of Volumes In School Library Collection	LIBRARY COLLECTION Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
Gesu	231	1.1		1,028	4.5			
St. Hedwig	178	1.1						
St. Joseph's Prep.**	975	.2		14,000	14.3			
Bache	633	.8		3,588	5.7			
Darrah	552	.7		3,766	6.8			
Martin	242	.5		3,000	12.4			
Meade	1,411	.6		8,200	5.8			
Reynolds	1,221	.6		6,174	5.1			
Vaux Jr. High	1,791	.1		8,866	5.0			
TOTALS	7,234	.6	8	48,622	7.3	8	73%	7

District Decile Rank - District 2*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
8	6	5	6	8

*Data apply to public schools only.
**Independent School

2. TEMPLE U. COMMUNITY

Columbia Ave. to Lehigh Ave.; Broad St. to 4th St.

Nearest Branch Library - Lehigh, 6th Street and Lehigh Avenue

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION Printed Materials Per Student	Decile Rank	LIBRARY COLLECTION Number of Volumes In School Library Collection	Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
St. Edward's	780	.4		1,635	2.1			
Our Lady of Mercy	475	.7		4,256	9.0			
Dunbar	572	.7		3,828	6.7			
Edison High	1,850	.4		12,841	6.9			
Elverson	913	1.0		5,218	5.7			
Ferguson	1,818	.2		6,200	3.4			
Hartranft	934	.4		3,250	3.5			
Wanamaker Jr. H.	1,763	.1		13,900	7.9			
Welsh	1,226	.3		6,500	5.3			
TOTALS	10,331	.5	8	57,628	5.6	9	70%	7

District Decile Rank - District 5*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
8	5	5	5	7

*Data apply to public schools only.

3. LUDLOW COMMUNITY

Master to Dauphin; Front to 10th Sts.

Nearest Branch Libraries - Kensington, Jasper and Kensington Avenues, and Girard, 5th Street and Girard Avenue

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION		LIBRARY COLLECTION		Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
		Printed Materials Per Student	Decile Rank	Number of Volumes In School Library Collection	Number of Volumes Per Student			
St. Boniface	621	.7		2,260	3.6			
St. Malachy	370	.4		1,214	3.3			
St. Michael	419	1.0		3,125	7.5			
Ferguson	1,818	.2		6,200	3.4			
Harrison	615	.8		4,250	6.9			
Hunter, W. H.	520	2.3		3,500	6.7			
Ludlow	987	.8		4,500	4.6			
McKinley	468	.7		3,841	8.3			
Miller, W. F.	537	.7		3,314	6.2			
Moffett	475	.3		3,175	6.7			
TOTALS	6,830	.8	7	35,379	5.7	8	76%	7

District Decile Rank - District 5*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
8	7	5	6	4

*Data apply to public schools only.

PHASE III COMMUNITY PROFILE RANKING

Key To Family Income Level Decile Rank

Rank	% Of Public School Enrollment From Low-Income Families (*)
1	10.3 to 19.7
2	19.8 to 29.1
3	29.2 to 38.5
4	38.6 to 47.9
5	48.0 to 57.3
6	57.4 to 66.7
7	66.8 to 76.1
8	76.2 to 85.5
9	85.6 to 95.7
10	95.8 to 100.0

*Estimated gross income of $3,000 or less

Key To Student Achievement Level Decile Rank

Rank	Difference Between Actual Composite Score And National Composite Score, 6th Grade(*)
1	+.16 to +.48
2	-.17 to +.15
3	-.48 to -.16
4	-.81 to -.49
5	-1.14 to -.82
6	-1.47 to -1.15
7	-1.80 to -1.48
8	-2.13 to -1.81
9	-2.46 to -2.14
10	-2.80 to -2.47

*These figures represent the difference between a computed average score for public schools in the prospective communities and the national average. Based on 1968 6th grade Iowa Test Composite Scores. The national composite score was 6.8.

Key To Average Weekly Circulation Of Printed Materials Per Student, 1970

Rank	Circulation Per Student(*)
1	2.3 to 2.4
2	2.0 to 2.2
3	1.8 to 1.9
4	1.5 to 1.7
5	1.3 to 1.4
6	1.0 to 1.2
7	.8 to .9
8	.5 to .7
9	.3 to .4
10	.1 to .2

*Source - Questionnaire for School Libraries. The questionnaire was completed by 75% of all school libraries (public, parochial, and independent) in Philadelphia.

KEY TO DISTRICT DECILE RANKS

The District Decile Ranking presented in the Community Profile were taken from "School Profile of Pupil and Staff Characteristics, School District of Philadelphia," December 1969

Median Family Income. This index compares the median income level of families served by the schools in the district with the median income level of all other schools in the city. Rank 1 identifies the smallest % of enrollment from low income families; rank 10 the largest % of enrollment of low income families.

Teacher Experience. This index compares the % of teachers with less than two years of teaching experience for the schools in the District, with the percentage for all other schools in the city. Rank 1 identifies the smallest % of inexperienced teachers; rank 10, the largest % of inexperienced teachers.

Teacher Vacancies. This index compares the percent of teacher vacancies (positions filled by substitutes) for the school in the district with the percent for all other schools in the city. Rank 1 identifies the lowest % of vacancies; rank 10, the highest % of vacancies.

Teacher Turnover. This index compares the rate of teacher withdrawal for the schools in the district with the rate for all other schools in the city. Rank 1 identifies the lowest rate of withdrawal; rank 10 the higher rate of withdrawal.

A.D.C.Cases. This index compares the percent of families served by the schools in the District who are receiving Aid to Dependent Children (ADC) with the % for all other schools in the city. Rank 1 identifies the lowest % of ADC cases; rank 10 identifies the highest % of ADC cases.

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA

A cooperative project of the Philadelphia public, Archdiocesan, and independent schools and the Free Library of Philadelphia

ATTITUDE SCALE

Grades 4-12

Form I

PHILADELPHIA STUDENT LIBRARY PROJECT CENTER
S-14 Park Towne Place
2200 Benjamin Franklin Parkway
Philadelphia, Pa. 19130

June 1, 1973

NAME OF STUDENT _____ Boy ____ Girl ____

INSTRUCTIONS

The statements contained in this booklet deal with some of the things people say about libraries and learning. Please check your answer in the space provided to the right of each statement.

A. If you strongly agree with the statement, then you would mark STRONGLY AGREE; for example:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Libraries are interesting.	✓			

B. If you agree with the statement but not strongly, then you would mark AGREE; for example:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Learning is not important.		✓		

C. If you disagree with the statement, but not strongly, then you would mark DISAGREE; for example:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I would never go to a library.			✓	

D. If you strongly disagree with the statement, then you would mark STRONGLY DISAGREE for example:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Learning is exciting.				✓

DO NOT WRITE IN THIS AREA

SC	IC	E/C	G	S	GN	I/S
4	12	13	15	16	20	21

LIBRARIES

PART I

THINK ABOUT LIBRARIES. ALL OF THESE STATEMENTS ARE ABOUT LIBRARIES. REMEMBER TO MARK ONLY ONE ANSWER FOR EACH STATEMENT.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. Libraries are boring.	1.	_____	_____	_____	_____
2. The library is a good place to spend your free time.	2.	_____	_____	_____	_____
3. I like to go to the library.	3.	_____	_____	_____	_____
4. I avoid spending time in libraries if I can help it.	4.	_____	_____	_____	_____
5. A person can learn a lot in a library.	5.	_____	_____	_____	_____
6. Libraries are unnecessary.	6.	_____	_____	_____	_____
7. Libraries should be closed.	7.	_____	_____	_____	_____
8. Libraries help me.	8.	_____	_____	_____	_____
9. A person can learn as much in a library as he can in school.	9.	_____	_____	_____	_____
10. I would never suggest going to the library to my friends.	10.	_____	_____	_____	_____
11. Libraries are an important part of education.	11.	_____	_____	_____	_____
12. I enjoy spending my spare time in libraries.	12.	_____	_____	_____	_____
13. I don't like to go to libraries.	13.	_____	_____	_____	_____
14. There are some very interesting materials in libraries.	14.	_____	_____	_____	_____
15. It is fun to spend time in a library.	15.	_____	_____	_____	_____
16. The information in libraries is useless.	16.	_____	_____	_____	_____
17. Libraries don't have what people want.	17.	_____	_____	_____	_____

PART I (continued)

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
18. Libraries are a big help to students.	18.	____	____	____	____
19. I don't like anything about libraries.	19.	____	____	____	____
20. Libraries are interesting places.	20.	____	____	____	____
21. Libraries are useless.	21.	____	____	____	____
22. We would be better off without libraries.	22.	____	____	____	____
23. Libraries are useful places to find answers to questions.	23	____	____	____	____
24. Going to the library is a waste of time.	24.	____	____	____	____

LEARNING

PART II

THINK ABOUT LEARNING. ALL OF THESE STATEMENTS ARE ABOUT LEARNING. REMEMBER TO MARK ONLY ONE ANSWER FOR EACH STATEMENT.

			STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
25.	I like to do schoolwork.	25.	____	____	____	____
26.	If I had my way, I would never open another book.	26.	____	____	____	____
27.	Studying is a waste of time	27.	____	____	____	____
28.	Learning is a drag.	28.	____	____	____	____
29.	I hate to study.	29.	____	____	____	____
30.	I enjoy reading.	30.	____	____	____	____
31.	It doesn't do any good to study.	31.	____	____	____	____
32.	Books are exciting.	32.	____	____	____	____
33.	Learning is fun.	33.	____	____	____	____
34.	I am not interested in learning from books.	34.	____	____	____	____
35.	I don't like anything about studying.	35.	____	____	____	____
36.	I enjoy learning	36.	____	____	____	____
37.	Our future success depends on our education.	37.	____	____	____	____
38.	You can learn all about the world through books.	38.	____	____	____	____
39.	I hate to read.	39.	____	____	____	____
40.	I am not interested in learning.	40.	____	____	____	____
41.	The more I can learn, the happier I will be.	41.	____	____	____	____
42.	My education will be very useful to me when I finish school.	42.	____	____	____	____

PART II (continued)

			STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
43.	It is fun to read.	43.	_____	_____	_____	_____
44.	I couldn't care less about anything you can learn from a book.	44.	_____	_____	_____	_____
45.	I like to study.	45.	_____	_____	_____	_____
46.	Reading is boring.	46.	_____	_____	_____	_____
47.	There is nothing more important than education.	47.	_____	_____	_____	_____
48.	I have no desire to learn.	48.	_____	_____	_____	_____

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA

A cooperative project of the Philadelphia public, Archdiocesan, and independent schools and the Free Library of Philadelphia.

TEACHER QUESTIONNAIRE

Form I

PHILADELPHIA STUDENT LIBRARY PROJECT CENTER
S-14 Park Towne Place
2200 Benjamin Franklin Parkway
Philadelphia, Pa. 19130

June 1, 1973

PART I

NAME OF STUDENT _____ BOY____ Girl____

Directions: In Part I, assess the ability of the above child compared to his/her classmates, rather than his/her ability in an absolute sense. Do not compare the child's actual achievement, i.e., what he does, with what you think he can do. We are interested specifically in how this child compares with his peers.

We are aware that the child might not use standard English. We are interested in his ability to communicate; we are not interested in his grammar.

Please mark one response to each item; do not omit any items.

Use the following codes:

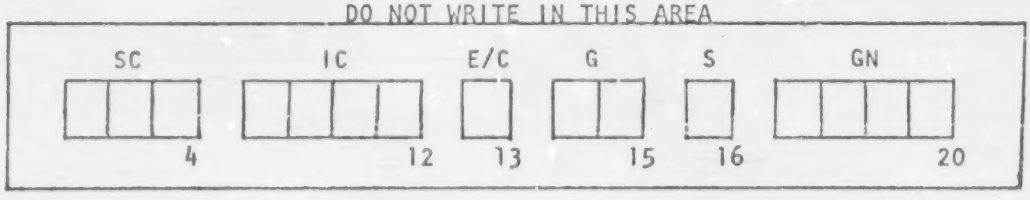
S	Superior, compared to his classmates
AA	Above Average, compared to his classmates
A	Average, compared to his classmates
BA	Below Average, compared to his classmates
P	Poor, compared to his classmates

To what extent is the student named above, compared to his/her classmates, able to do each of the following:

	S	AA	A	BA	P
1. Speak in complete sentences.	____	____	____	____	____
2. Clearly enunciate words.	____	____	____	____	____
3. Express his/her feelings.	____	____	____	____	____
4. Complete a train of thought.	____	____	____	____	____
5. Pronounce words correctly.	____	____	____	____	____
6. Communicate his/her ideas.	____	____	____	____	____
7. Speak loudly enough to be heard.	____	____	____	____	____
8. Communicate with his/her peers.	____	____	____	____	____

COMMENTS:

DO NOT WRITE IN THIS AREA



PART II

Directions: In Part II, think back over the past year in which this child has been in your class. Estimate how much the child has improved over this period of time. Do not compare the child with his classmates as you did in Part I.

9. Over the past year, to what extent has this student improved in his/her ability to select, locate, and secure resource materials which were suitable for completing homework assignments:

Has improved extensively	1. _____
Has improved somewhat	2. _____
Has not improved	3. _____
I don't know; I don't have enough information to answer this question.	4. _____

COMMENTS:

10. Over the past year, to what extent has this student improved in his/her ability to complete student reports or projects which required the use of materials not available in class?

Has improved extensively	1. _____
Has improved somewhat	2. _____
Has not improved	3. _____
I don't know; I don't have enough information to answer this question.	4. _____

COMMENTS:

PART III

Directions: In Part III, think back over the past year in which this child has been in your class. Estimate his/her attitude toward both libraries and learning, at the beginning and at the end of the school year.

11. What, in your judgment, was this student's attitude toward libraries at the beginning of the school year?

Very positive	1. ____
Positive	2. ____
Neutral	3. ____
Negative	4. ____
Very negative	5. ____
I don't know; I don't have enough information to answer this question.	6. ____

COMMENTS:

12. What, in your judgment, is this student's attitude toward libraries now?

Very positive	1. ____
Positive	2. ____
Neutral	3. ____
Negative	4. ____
Very negative	5. ____
I don't know; I don't have enough information to answer this question.	6. ____

COMMENTS:

Part III (continued)

13. What, in your judgment, was this student's attitude toward learning at the beginning of the school year?

Very positive	1. _____
Positive	2. _____
Neutral	3. _____
Negative	4. _____
Very negative	5. _____
I don't know; I don't have enough information to answer this question.	6. _____

COMMENTS:

14. What in your judgment, is this student's attitude toward learning now?

Very positive	1. _____
Positive	2. _____
Neutral	3. _____
Negative	4. _____
Very negative	5. _____
I don't know; I don't have enough information to answer this question.	6. _____

COMMENTS:

VISITORS TO THE ACTION LIBRARY

July, 1972 - June, 1973

MONTH	TEACHERS	LIBRARIANS	OTHER PROFESSIONALS	MONTHLY TOTALS
July	23	20	10	53
August	1	0	5	6
September	5	0	2	7
October	38	2	2	42
November	8	3	7	18
December	12	5	23	40
January	8	9	4	21
February	9	0	2	11
March	34	1	5	40
April	34	27	7	68
May	39	8	1	48
June	12	0	0	12
TOTAL	223	75	68	366

3/26/73

PERSONNEL PERFORMANCE OBJECTIVES

A. The staff member will demonstrate punctuality by arriving at work and scheduled meetings on time. Data for the assessment of this objective will be gathered from attendance sheets and minutes. Required reports must also be submitted on time.

B. The staff member will indicate the ability to plan and organize his work. This rating will be based on the following variables:

   1. Request is complete - (contains all pertinent data.)
   2. Instructions for preparation of request are followed.
   3. Planned activities be directly related to project objectives.

C. The staff member is able to work constructively with other staff members.

D. The staff member follows Action Library's established rules and regulations as outlined in Staff Handbook.

E. The staff member takes steps to improve his knowledge and skills. This rating will be based on the following variables:

   1. attends meetings of professional organizations of which he is a member
   2. reads professional literature
   3. participates in workshops to acquire new knowledge

F. The staff member exhibits a willingness to cooperate with other members of the staff in the planning and execution of their program. Data for the assessment of this objective will be gathered from program plans.

G. The staff member is able to maintain personal rapport with Action Library users.

PERSONNEL PERFORMANCE OBJECTIVES

H. The staff member takes steps to increase basic skills of assigned para-professionals. Rating scale variables:

1. number of in-service training sessions given to assigned para-professional staff
2. provided literature in assigned field to aides
3. outside workshops offered for staff attendance

I. The staff member establishes and maintains effective rapport with professional staff of the target community schools. Data will be gathered from dissemination logs and through interviews with school personnel.

J. The staff member demonstrates the ability to implement effectively plans for program activities. This will be measured by data on the numbers of students attending program activities regularly and their attitudes towards the programs.

3/26/73

PERSONNEL PERFORMANCE OBJECTIVES

Performance ratings will be administered by the Associate Librarian and the Administrator independently for each professional staff member. The rating will cover the period of September 1972 through April 1973.

A composite rating will be drawn from the two ratings. Each point covered will be rated on a 1 - 10 scale, ten being the best score.

PROFESSIONAL STAFF EVALUATION

DATE _____

NAME _____

POSITION _____

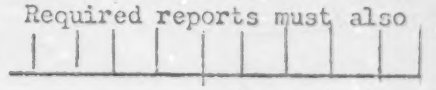
PERIOD COVERED _____19____ to _____19____ .

RATING SCALE: Lowest Highest

1 2 3 4 5 6 7 8 9 10

I. PUNCTUALITY

The staff member will demonstrate punctuality by arriving at work and scheduled meetings on time. Data for the assessment of this objective will be gathered from attendance sheets and minutes. Required reports must also be submitted on time.

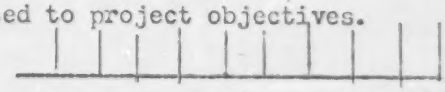


1 2 3 4 5 6 7 8 9 10

II. ORGANIZATION

The staff member will indicate the ability to plan and organize his work. This rating will be based on the following variables:

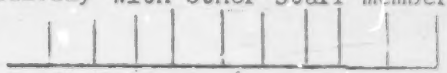
1. Request is complete - (contains all pertinent data.)
2. Instructions for preparation of request are followed.
3. Planned activities be directly related to project objectives.



1 2 3 4 5 6 7 8 9 10

III. HUMAN RELATIONS

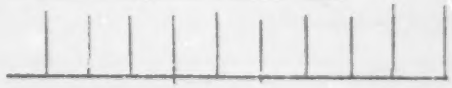
The staff member is able to work constructively with other staff members.



1 2 3 4 5 6 7 8 9 10

IV. RULES AND REGULATIONS

The staff member follows Action Library's established rules and regulations as outlined in Staff Handbook.

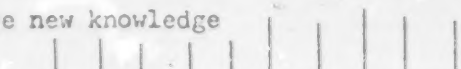


1 2 3 4 5 6 7 8 9 10

V. KNOWLEDGE AND SKILLS

The staff member takes steps to improve his knowledge and skills. This rating will be based on the following variables:

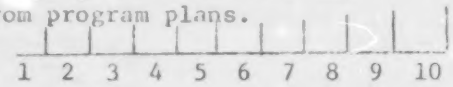
1. attends meetings of professional organizations of which he is a member
2. reads professional literature
3. participates in workshops to acquire new knowledge



1 2 3 4 5 6 7 8 9 10

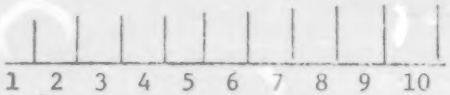
VI. COOPERATION

The staff member exhibits a willingness to cooperate with other members of the staff in the planning and execution of their program. Data for the assesment of this objective will be gathered from program plans.



VII. INTERSTAFF RELATIONS

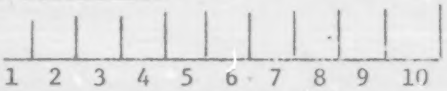
The staff member is able to maintain personal rapport with Action Library users.



VIII. STAFF IMPROVEMENT

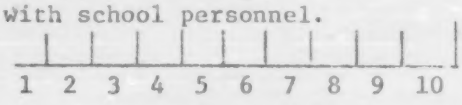
The staff member takes steps to increase basic skills of assigned para-professionals. Rating scale variables:

1. number of in-service training sessions given to assigned para-professional staff
2. provided literature in assigned field to aides
3. outside workshops offered for staff attendance



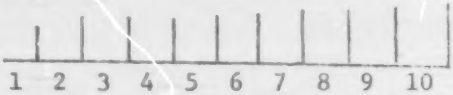
IX. PROFESSIONAL CONTACTS

The staff member establishes and maintains effective rapport with professional staff of the target community schools. Data will be gathered from dissemination logs and through interviews with school personnel.



X. PROGRAM PLANNING

The staff member demonstrates the ability to implement effectively plans for program activities. This will be measured by data on the numbers of students attending program activities regularly and their attitudes towards the programs.



NARRATIVE

EVALUATION

1 - 6 = UNSATISFACTORY
7 - 8 = SATISFACTORY
9 - 10= OUTSTANDING

OVER-ALL RATING_____

EVALUATOR_____

This signature indicates that I have been counselled regarding the contents of this evaluation.

Signed_____

Date _____

4/17/73

COMMUNITY AIDE EVALUATION REPORT

Employee's Name_____

Position_____

Rate the employee on a scale of 1 to 10, number 10 being the highest rating and number 1 being the lowest rating, on each of the following categories. If a category is not applicable, please insert the letters "N.A.". In addition, for each of the four general categories give an overall rating.

TECHNICAL ABILITY — RATING

Has taken steps to improve his own job qualifications by taking in-service training or other job skill improvement activities (list on back of sheet). _____

Is creative in his approach to program. Offers constructive new ideas and approaches. _____

Anticipates children's needs (instructional materials, and information) and assures that these needs are promptly satisfied. _____

Familiarizes himself with the literature dealing with the speciality in which he is working. _____

Familiarizes himself with the collection and the programs of the Action Library, as a whole. _____

Familiarizes himself with library procedures (e.g., processing of materials, shelving materials, checking out materials, etc.). _____

OVERALL RATING, ORGANIZATIONAL ABILITY _____

WORK HABITS

Works well under adverse conditions. Is able to keep calm in a stressful situation and maintain this attitude in those around him. Is able to alter plans according to emergency situations. _____

Is willing to work evenings and weekends when deadlines call for it. _____

Is punctual. _____

Work is well organized and neatly prepared. _____

Is able to meet deadlines for work requested of him. _____

Has a positive attitude toward his job. Does not indulge in unnecessary complaints and is enthusiastic about his work and the Project in general. _____

Is willing to help other members of the staff when necessary. _____

Is able to assign tasks their proper priorities. _____

Follows rules and regulations of the Action Library _____

OVERALL RATING, WORK HABITS _____

ORGANIZATIONAL ABILITY

Is able to anticipate problems and arrive at feasible alternate plans of action. _____

Is able to delegate work effectively. _____

Keeps well informed of programs in which he is involved. _____

Is able to coordinate team efforts. _____

Willing to assume responsibility. _____

Handles all tasks in the most efficient manner. _____

OVERALL RATING, ORGANIZATIONAL ABILITY _____

COMMUNICATION

Works well with other employees; is tactful and minimizes conflict situations. _____

Works well with children from the community; motivates them to use project facilities and creates enthusiasm among them. _____

Establishes a good rapport with adult community residents; motivates them to use project facilities and creates enthusiasm among them. _____

Relates problems to appropriate persons. _____

Is able to understand quickly directions given by supervisors. _____

Expresses himself clearly and concisely. _____

OVERALL RATING, COMMUNICATION _____

COMMENTS BY EVALUATOR_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Actions Suggested for Unsatisfactory Rating:

Not applicable _____
Interview with Aide _____
Probationary Status _____
Dismissal _____
Other (specify) _____

_____

_____

FILE COPY

COMMUNITY AIDE EVALUATION REPORT FORM

_____ has been rated

as satisfactory _____, unsatisfactory _____,

in the performance of his duties as

Community Aide.

The overall performance ratings for _____
Name of Aide

on a scale of 1 to 10 (1 being the lowest rating and 10 being the highest rating) for the four major characteristics examined and rated are:

TECHNICAL ABILITY _____

WORK HABITS _____

ORGANIZATIONAL ABILITY _____

COMMUNICATION _____

Date of Evaluation _____

Evaluator _____
(Signature)

Date of Review with Aide _____

Community Aide _____
(Signature)

EMPLOYEE COPY

COMMUNITY AIDE EVALUATION REPORT FORM

_____ has been rated as satisfactory _____, unsatisfactory _____, in the performance of his duties as Community Aide.

The overall performance ratings for _____ _____
Name of Aide

on a scale of 1 to 10 (1 being the lowest rating and 10 being the highest rating) for the four major characteristics examined and rated are:

TECHNICAL ABILITY _____

WORK HABITS _____

ORGANIZATIONAL ABILITY _____

COMMUNICATION _____

Date of Evaluation _____

Evaluator _____
(Signature)

Date of Review with Aide _____

Community Aide _____
(Signature)

COMMENTS BY ADMINISTRATOR: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Actions taken for Unsatisfactory Rating:

Not applicable _____

Interview with Aide _____

Probationary Status _____

Dismissal _____

Other (specify) _____

_____

_____

COMMUNITY AIDE EVALUATION REPORT FORM

I have met with_____ and have
Name of Aide

reviewed with him his ratings with regard to the performance of his duties as a community aide.

Project Administrator_____
(signature)

Community Aide _____
(signature)

Date of Review_____

United Communities SOUTHEAST PHILADELPHIA
623 CATHARINE STREET PHILADELPHIA, PA. 19147 MARKET 7-6545

PRESIDENT
REV. JOHN R. COCHRAN
EXECUTIVE DIRECTOR
MARTIN S. BAROL, ESQ.

HOUSTON COMMUNITY CENTER • 2029 SOUTH EIGHTH STREET • HO 7-9700
HOUSE OF INDUSTRY • 619 CATHARINE STREET • MA 7-6540
SOUTHWARK HOUSE • 101 ELLSWORTH STREET • HO 8-1645
CAMP LINDEN • NORTHBROOK, PA.

OCT 27 1972

Action Library
To Miss Berry
N.W. Corner of 20th Christian St.
Phila., Pa. 19146

October 19[redacted]72

Dear Miss Berry:

On behalf of the children and leaders from Dig-A-book Place and United Communities I want to thank you and Action Library for your services during the school crisis in September. It was a bright light during that dark time.

The enclosed photos are for your use. Looking forward to visiting you again soon. I remain

Sincerely
John C. Sennott

John C. Sennott
Community Organizer

ph

CHILDREN'S SERVICE, INCORPORATED
311 SOUTH JUNIPER STREET
PHILADELPHIA, PA. 19107
TELEPHONE - KINGSLEY 6-3503

MRS. WETONAH B. JONES
EXECUTIVE DIRECTOR

September 4, 1973

Mr. John Benford, Director
Action Library
N.W. Corner 20th Christian Streets
Philadelphia, Pennsylvania 19146

Dear Mr. Benford:

Children's Service, Incorporated is appreciative of the opportunity to utilize the learning resources of Action Library. The children not only increased their knowledge in the area of Language Arts but also were afforded the chance to expand their understanding of the versatility of a library. Attendance was very good which can largely be attributed to the efforts of Mrs. Berry and Mrs. Goldsboroughs. Without a well thought out program our clients would have furnished one excuse after another to avoid participation in the program.

We will soon begin planning our fall program and would like information regarding services that will be available this fall at Action Library.

Sincerely yours,

Carlotta Madison

(Mrs.) Carlotta Madison
Educational Resource
Social Worker

Approved by:
(Miss) Willie V. Small, ACSW
Director of Social Work

CM:bd
9-5-73

c.c. Mrs. Berry
Action Library

Letter from a Teacher

(This statement came, unsolicited, from a 4th grade teacher in a school near the Action Library. When he completed a questionnaire for the Action Library evaluation, he added these comments about the library.)

The Action Library has succeeded in piercing the nimbus of mystery that has surrounded libraries. Judging from the comments which I've heard from my students, the Action Library is a friendly, warm place where a child can relax in an atmosphere where reading and verbal communication are encouraged.

The word friendly is, I believe, a key word in the success of Action Library. The children know they're welcome. They make an unconscious association between books and friendly faces - result: positive attitudes toward learning. And with a positive attitude toward learning, academic success cannot be far behind.

R. Kallen

September 18, 1973

MEMORANDUM

FROM: Junior Evaluator, Alan Micelli

SUBJECT: Report on Progress of Two Students at the Action Library

Even though it was an extremely humid Philadelphia morning, Carl and Cary Hygrant were in front of the Action Library waiting for the doors to open. For a half hour the two boys had been standing there like pint-sized guards, interrogating hot and tired-looking staff members who were drifting into work. "Wha' we doin' t'day?" "We havin' recreation?" "We goin' swimmin'?" "Y'all havin' crochetin', Gwen?"

Usually staff members would answer one of the boys' questions as they passed, and a few of them even smiled at Carl and Cary. The smiles were high grades for the Hygrants, who, in their initial visits to the library, rarely elicited from the staff anything more than the gnashing of teeth. "Carl and Cary had such negative attitudes when they first came here," Charles Peguese, the library's director, said. "They didn't trust anyone. It was impossible to get them involved in any of our activities."

On the other hand it was just as impossible to keep them out of the library, as Charles Peguese found out on several mornings when the boys should have been in school. "They hated school. They still do. And they were really hostile about having to leave the library to go to school. Especially Carl. He would snarl and cuss at you and act like you hadn't said a thing to him."

It took several months before the Hygrant boys had made any perceptible changes in their behavior, but, like a tree's spring leaves, Carl and Cary, almost unnoticed, strained towards growth during their day to day experiences in the library. The Action Library's open, friendly atmosphere, its games and films and its people and books combined to begin scraping away the thick walls of distrust that Carl and Cary had built up around themselves.

The boys' defensiveness diminished as they became interested in the library's programs and people. Charles Peguese taught the boys how to make hard rock candy. They danced and crocheted with their "girlfriend," Gwen. They listened to stories read to them by Pat Myrick. And on some very rare occasions they just flopped on the floor all by themselves and put puzzles together, or looked at picture books.

A skeptic who knew the Hygrant boys seven months ago would probably have felt it a safe bet to say that crocheting, dancing, making hard rock candy, and listening to stories would never be on Carl and Cary's list of voluntary activities: He also would probably have been willing to bet that Cary and Carl never would be eagerly waiting for a library to open on a hot summer morning. As a matter of fact he'd probably be so sure about the above wagers that he'd almost feel guilty about taking your money. Well, there are two boys from South Philadelphia who wouldn't think twice about cashing in on a winning bet even if it would have required betting on themselves.

JOHN GLOUCESTER HOUSE
22nd & Federal Streets
Philadelphia, Penna. 19146

Telephone: FU 9-5504

April 27, 1971

Mr. Ronald Hart
Action Library
20th & Christian Streets
Philadelphia, Pa. 19146

Dear Mr. Hart:

I am writing to thank you for asking the ladies of Gloucester House, Senior Citizens to participate in the outing to the Pennsylvania Dutch Country.

Ten ladies were able to go out of the eighteen that registered.

Everyone was very friendly toward each other from both groups. It was a pleasure to be a part of the group.

I do hope that the Senior Citizens will be able to visit the Action Library to see the activities that goes on there.

Thank you again.

Yours truly,

(Mrs.)Alice Webb
Homemaker

AW/ns

5. DISSEMINATION

Community Advisory Board Newsletter

Notice of Anniversary of Action Library

Summary of Materials Disseminated

Media Citations

News Release Announcing Presentation at ALA

Bibliography Prepared by Children's Librarian

C.A.B. ACTION LIBRARY NEWS

COMMUNITY ADVISORY BOARD
NW Corner 20th and Christian Streets, Philadelphia, Pa. 19146 • KI 5-1144

Issue Number 1 March 1973

FROM THE CHAIRMAN OF THE BOARD

Dear Friends and Neighbors:

Often programs are designed and implemented in our community without you and I, the people most directly affected, having any say as to what we deem advisable or what we would prefer to have. However, the Action Library is a new concept. From its beginning the community has been involved in the decision-making processes.

The Community Advisory Board is your outlet for the articulation of your requests and suggestions. In order that we do a better job of representing our community I earnestly ask you to forward all ideas to:

The Community Advisory Board
c/o Action Library
NWC 20th and Christian Streets
Philadelphia, Pa. 19146

The Community Advisory Board (CAB) in conjunction with the staff of the Action Library devised and implemented hiring practices for Community Aides. We, the members of the CAB, insisted that the community aide positions be filled with people from our community.

In subsequent issues we hope to more fully explain the role of CAB in the operation of the Action Library. Until then,

May God Bless and keep you.
Sincerely,
Clifton J. Williams, Chairman

ADMINISTRATOR'S CORNER

I would like to thank the Community Advisory Board and its Chairman, Mr. Williams, for this opportunity to tell you something about the Action Library. Now and in future editions I will try to relate to you some of the many activities and programs available to you and your children. In future columns we may feature the activities of one area such as Reading, Children's services, etc.

We are not quite eighteen months old, but in that time the Library has grown from a paper dream to a lively center where children and their parents are involved in everything from Chess Clubs to trips to the movies. Since mid-June we have circulated over 10,000 hardback and paperback books. There are now over 2000 children and adults registered to use our services.

During the next few months several new programs will be starting, such as a sewing club, crocheting club, photography club, Friday Film Festival and others. We will, of course, continue our on-going programs of reading instruction, tutoring, story-telling, etc.

Sunday afternoons are becoming increasingly popular. Students come in for serious study, to listen to records, attend Art Classes or just to browse for a book. Parents bring their children and the whole family enjoys the Library.

I would like to make a request of you before ending this column. If you have any ideas or suggestions for programs or activities, we would be more than glad to hear from you.

Charles Peguese, *Administrator*
Action Library

FROM THE EDITOR–PRO TEM

What is this newsletter? What is it for? Let me try to answer these questions now.

There is one main reason for having a newsletter like this. It is to give the Community Advisory Board (C.A.B.) for the Action Library another way of making a contact between the community and the Library. We want the people of this community to know about the Library; we want them to use it; and we want them to enjoy it.

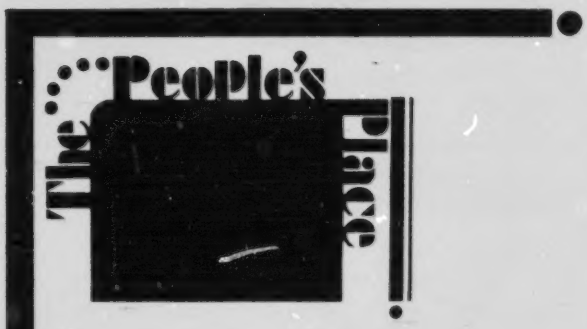
So that you can know about the programs and activities in the Library, the newsletter will have a column in each edition to inform you. The Action Library is different from most libraries and there will be articles from the staff discussing what they are trying to accomplish.

However, what is really most important is that *you* enjoy the Library. For this you need to be able to tell us what you think about the place. WRITE YOUR COMMENTS, THOUGHTS, FEELINGS and so on, in the space for you in the newsletter called The People's Place.

We, of course, want you to know who we are, the Community Advisory Board members, because we want you to feel free to talk to us personally too. Therefore, there will be biographical profiles on different board members in each issue. You will also read about the staff of the Library and get to know who they are as people.

Our wish is to be of service to you and this Newsletter is for you to write in and to read. ENJOY!

Erika Waechter



THE PEOPLE'S PLACE

This space is empty because it needs a letter
from you. Please address your letters to Editor:
CAB/Action Library News,
20th and Christian Streets, Philadelphia, Pa. 19146

Members of the Board • Clifton Williams, Chairman • Rev. Cecil Gallup, Vice Chairman • Lorraine Goldsborough, Secretary • hyllis Bebee • Florence Dexter • George Dukes • Geraldine Ferree • Isma Jackson • Robert Lewis, Editorial Staff • Rebecca L. Littlejohn • Robert Poindexter • George Scott • Mame Sims • Algie Streat • Rev. George Vermeiren • Erika Waechter, Editor Pro-Tem • Eddie Williams, Editorial Staff.

BOOKS! PICTURES! LIVE FISH! Like it is!

Check It Out—at the Action Library

LIBRARY PROGRAM AND ACTIVITIES

"Hey, man, whatcha looking for?"

"You got a book on typing for beginners in this library?"

"Sure, I'll help you find it. You want to practice here a while?"

"You mean you got a typewriter I can practice on?"

"Yep—here it is—wait I'll find you some paper."

"Hello, what's your name? Did you find what you were looking for?"

"No, this jive place don't have no books on sewing that I can understand."

"Sure we do, I'll bet I can find one for you. Com'on in the Y.A. room; that's where we'll find one." "Say if you really want to learn to sew, why don't you sign-up for our sewing club?"

The questions are routine, the kind you might hear a child ask in any library in the city. The response to the question is what's different. That's the name of the game in the Action Library. Not just answers to questions, but real help, real interest in what the child is doing and an honest effort to help him do it. The most important aspect of this help is the fact that more often than not it comes from someone close to the child's own age.

How successful is the Action Library. That depends on what criteria you use to evaluate the project.

If an evaluator were to question a community aide, the response might be something like this:

Question: Do the kids come to the library?
Answer: We got wall to wall carpets and kids.

Question: Do the kids use the materials?
Answer: They use everything we manage to get out on the floor.

Question: Do they take many things home?
Answer: They steal a little and borrow a lot.

Question: How long do they usually stay in the library?
Answer: I dont know, we put them out at closing time.

Question: What kind of teaching methods do you recommend?
Answer: Anything that works.

Question: Do you think they're learning anything?
Answer: I don't know if they are, but I sure am.

Question: Do you think your library is successful?
Answer: Heck, man! I don't know we've only been open six months.

Don Jones

WHO's WHO on the Library Staff

CHARLES R. PEGUESE, Administrator

Charles Peguese, a native South Philadelphian, grew up on Christian Street. He attended St. Charles Parochial School and graduated from Bishop Neumann High School. He received the St. Martin DePorres scholarship to LaSalle College and was graduated in 1960. After a stint in the Army, he entered Drexel University to work on a master's degree in Library Science, which he received in 1965.

Starting out as a part-time page for the Free Library of Philadelphia in 1959, he worked his way up to the position of Northeast Area Young Adult Administrator. In 1969 he began workng for the Board of Education and was tapped for his present position in 1971.

He has been active in a variety of community affairs. Among these he has served as President of North City Congress Community Board for three years. He is a member of two United Fund committees. He is currently a 1972-73 member of the Community Leadership Seminar of Fels Center of Government, University of Pennsylvania.

He is single, enjoys traveling, cycling and basketball.

DON JONES, Associate Librarian

Don Jones came to the Action Library from the Bucks County Free Library in Levittown, Pa. Mr. Jones is a graduate of Temple University and Drexel Institute of Technology. His professional career includes work with the Bucks County Free Library, The Regional Public Library in Levittown, the Norristown Public Library, the Free Library of Philadelphia and the University of Pennsylvania School of Social Work Library.

In addition to his duties as Director of the Bucks County Library in Levittown, Mr. Jones was involved in numerous community activities. He conducted book discussion groups in cooperation with the Y.W.C.A., in Newtown, Pa., Morrisville, Pa., and in Levittown. He served as Treasurer of the Bristol Township Community Center and worked there as an instructor in the recreational program.

Mr. Jones has also had a varied teaching career. He taught briefly in the Philadelphia Public School System, and for several years while working in the library taught library procedures in the Bristol Township Adult Evening School. He has also taught library procedures for the State Library of Pennsylvania in Lancaster and Philadelphia.

Mr. Jones lives in the Mt. Airy section of Philadelphia. He is married and has two children. He claims his hobbies are reading, creating art from found materials, swimming and jogging.

Community Aides, Part-time and Full-time

GWEN AUSTIN

In the four years following high school Gwen's experience as a hospital secretary was followed by a job working with a psychologist. It was in the latter position that her interest in working closely with people was fully developed.

Her main reason for working with the Action Library is that she wants to do her part to make the program work for all the children and parents of the community.

In addition to supervising the circulation desk functions, Gwen also directs the children towards the various activities and has initiated a crocheting course for girls ages 10 to 15.

In her personal life, Miss Austin attends night classes for Spanish and Public Speaking. For recreational activities she enjoys sports, reading, crocheting and dancing—especially choreography. Miss Austin is a member of the New Welcome Baptist Church and sings with the Young Adult Choir.

FROM A STUDENT BOARD MEMBER

My Experiences and Activities
at the Action Library

I was born in Passaic, New Jersey, on December 16, 1953. After finishing high school, I started working for the Action Library as a student aide. I go to night school after work to learn other ways of doing shorthand.

The Action Library is the outgrowth of a major federally funded research project. The success of the Action Library is that it is flexible and has an ingredient called freedom. It is small, but large enough to fit in with the institutional type libraries. My feeling about the library is that the main purpose is to encourage the students to use their learning abilities. The library gives the individual students who use the Action Library a chance to read a book, watch a film or listen to a tape in silence or without disturbing others who are doing something else. The Action Library is a nice place to work, once you get to know the people.

Phyllis Beebe

LESLIE ESTELLE ALLEN

Leslie Estelle Allen was born in Philadelphia, attended St. Charles School and later South Philadelphia High. She married Mr. Wesley A. Allen and has four children. She has worked actively in the community in various anti-poverty programs. She was in on the satellite lunch programs when they first started. She is an active member of a club designed to help large families. Leslie also worked at the Standard Dental Lab in various capacities, but she missed being with the people in the community.

Leslie enjoys all kinds of music and dancing, live plays and certain classical music. Her hobby is interior decorating. Her favorite pastime is relaxing with her family and enjoying her home. She is looking forward to a Creative Dramatic Course that she hopes will make her work and her life a more rewarding experience for herself and the children in the community.

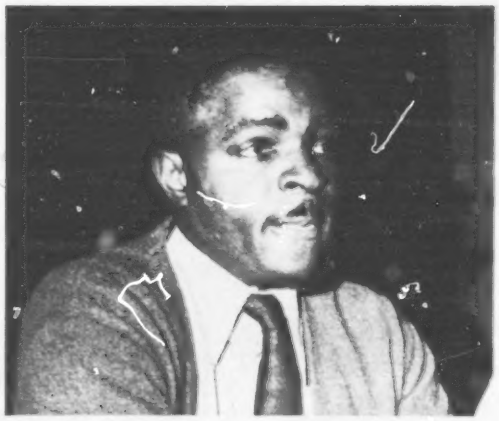
POETRY CORNER

Some people think the Action Library is merely a collection of books, tapes, films and records.
Other people may think that the Action Library is but a source of reference works, encyclopedia and textbooks.
Some other people think that the Action library is a combination morgue, cemetery and hush-be-quiets.
But they are wrong, for the Action Library is
A trip to far off places
A talk with unseen faces
Flying aloft mid the stars
Repairing engines, fixing cars
Laughing, joking, playing games
Searching, seeking, learning names.

And most of all the Action Library is caring. Because the men and women who are responsible for this helpful source of learning really know what the young people of today need. They know that we need an education today to prepare us to run the world tomorrow. And only by reading will we obtain the education that will provide us with freedom and dignity.

Board Member Profiles

CLIFTON J. WILLIAMS



A native of Philadelphia, he is a product of the Philadelphia School system, Lincoln University and currently, the University of Pennsylvania. He was converted and baptized into the fellowship of Holy Trinity in 1938.

In Holy Trinity, he is a former Vice Superintendent of the Church School, a former member of the Junior Missionary Society, the B.T.U. and the Church School, a member of the Education Club; Holy Trinity Baptist Church Enterprises, Community Opportunity Development Enterprises, Inc. (Vice Chairman of the Board), Chairman, Community Advisory Board of the Action Library, Chairman of the Board of the High Twelve Square, Director of the Delta Eta Chapter, Kappa Phi Psi Fraternity, Past Master, Richard Allen No. 30, Past High Priest, William Cooper Chapter No. 6, Former Secretary, Home Board MWPHGL of Pennsylvania, Third Vice President, First Masonic District Council, Assistant to the Secretary, MWPHGL Temple, Past Keeper of Record and Exchequer, Epsilon Chapter, Kappa Alpha Psi Fraternity and several other committees and organizations dedicated to spiritual, moral and physical development.

Honors: Chapel of Four Chaplains Polemarchs Award, Delta Eta Chapter, Kappa Alpha Psi Fraternity.

He is married to the former Miss Ernestine P. Williams and the father of two children, Christi and Jay.

ERIKA WAECHTER

Erika Waechter was born in Berlin, Germany, covered a lot of the world and arrived here as a young child. In this country she lived on the east coast, in the south, and from high school on in Oregon. She went to the University of Oregon for her B.A. with a major in elementary education. She received her master's in social work at the University of California in Berkeley.

Miss Waechter has worked at everything from babysitting, store clerking, cannery work, secretarial work to camp counseling, four years of teaching and the past 9 years in a child guidance clinic as a social worker and therapist. She has been with the Philadelphia Child Guidance Clinic since coming to Philadelphia in September, 1969.

Miss Waechter has been developing a skill in batiking which started as a hobby and which is becoming a semi-professional pursuit. Other interests are tennis, swimming, folk dancing, hiking, cycling, and traveling.

LORRAINE GOLDSBOROUGH

Lorraine Goldsborough was born in Atlantic City, N.J., but attended Philadelphia Schools from the first grade on. She has four children—one who is in the Air Force, one who has a family of her own, and two who are still attending school.

Mrs. Goldsborough is an active member of the community. She is a member of St. Rita's Roman Catholic Church. Her work is as a classroom auxiliary in a Bank Street Model Follow-Through Program. In addition she is the secretary of the Bok Technical High School Parent's Motivation Program, the secretary of the Community Advisory Board for the Action Library, a resource person for creative dramatics for the Board of Education, and the past president of the Stanton Home and School Association. As she says, her interests are in community affairs and in children.

Mrs. Goldsborough's hobbies are reading and listening to music.

FROM A BOARD MEMBER

A different Board Member will write in this space each Newsletter. Each person will say what he or she thinks about this library in this community.

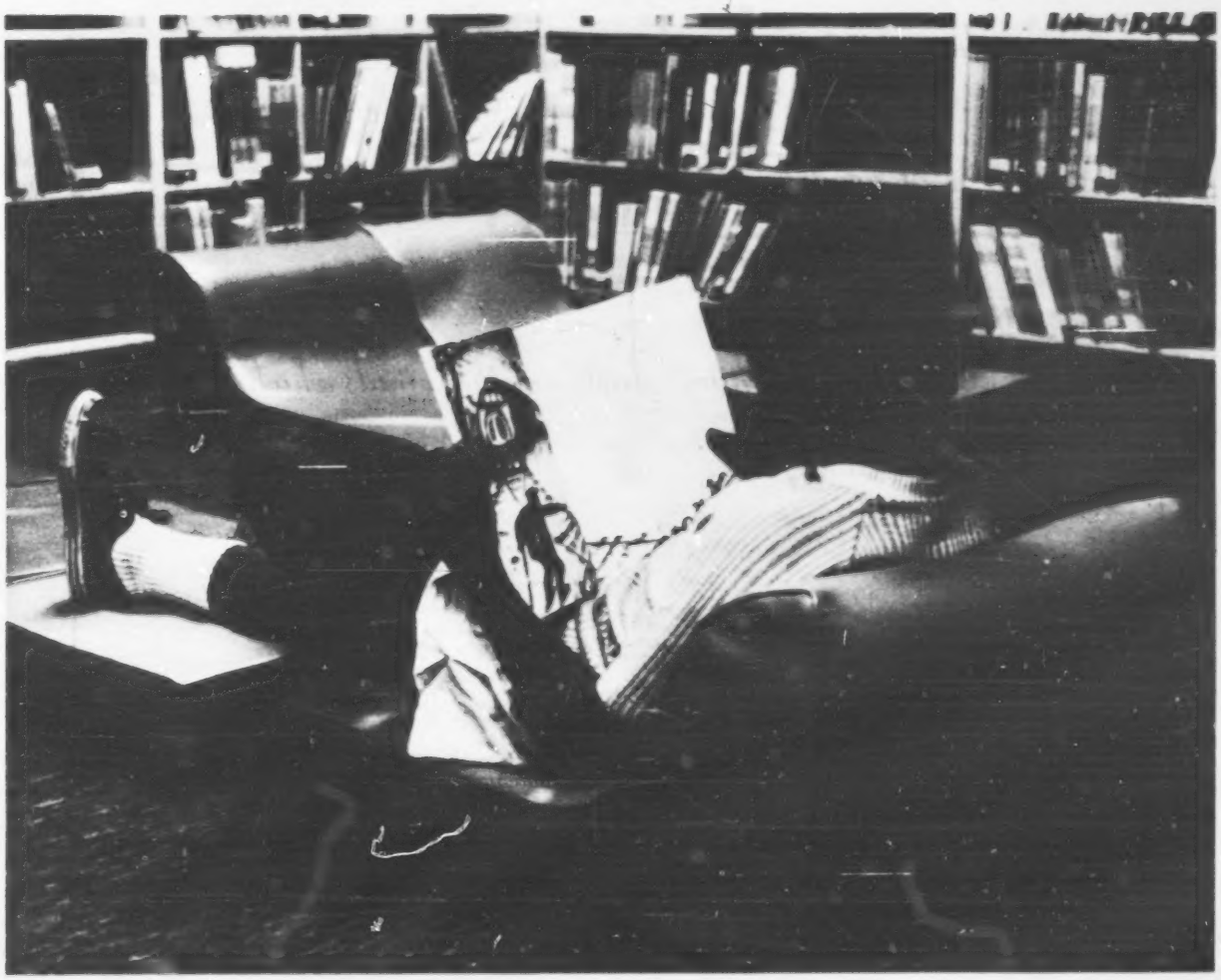
I have written in other parts of the newsletter, but as an editor. Right now I want to write about me, when I am in the Action Library.

I use the Library in two ways—personally and in my job. To me it is a very special thing to have this kind of a library to use as a professional. I work with children and families at the Philadelphia Child Guidance Clinic and there are many times when the kids need a place to turn them on to different things that would interest them. Sometimes I just need to tell them where the Action Library is and I know that when they go there they will find an exciting place with people to help them. Sometimes I call up a staff member, like Bernice Berry, and together we plan a specific program for a particular child. The program might include tutoring, arts and crafts, photography, as well as use of the library in general.

Personally, I have checked out some records and I've just started looking through the books. For me, at this point, the best thing about the Library is the atmosphere. Everyone seems happy to be there—children and staff. The rooms are cheerful, material is displayed in an interesting way and people are using them.

So to finish this, I will just say that next to the Library name it says "CHECK IT OUT." That's what I have been doing, will continue to do, and I'm glad it is in the community where I spend a lot of my time.

Erika Waechter
CAB Member



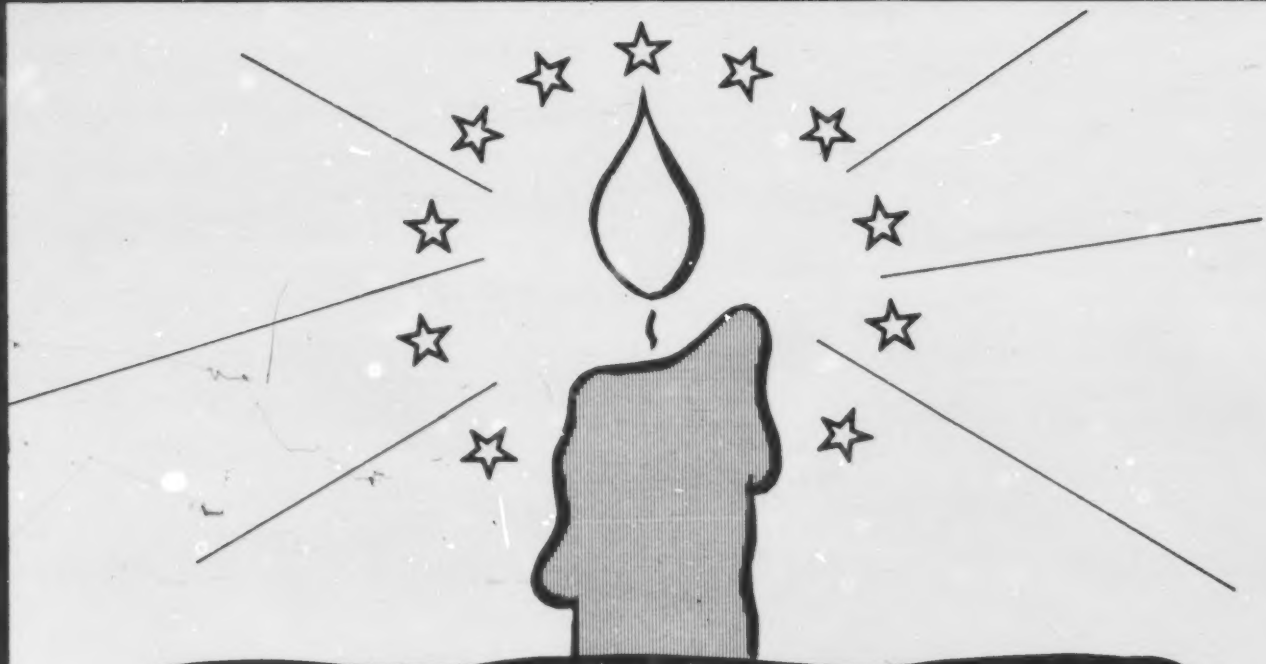
Some Thoughts for the day

"A good book should teach us to enjoy life or endure it."

"A good book is the best of friends, the same today and forever."

"Beauty in things exists in the mind which contemplates them."

Oxford Dictionary of Quotations



ACTION LIBRARY

You are invited to
the first anniversary celebration
at the ACTION LIBRARY
on June 20, 1973

Open house from 10:00 to 6:00

C.A.B.

PSLP - Phase IV

Evaluation - Dissemination

Summary: Dissemination Activities (Materials),
1972-
Action Library for Period June 15, - June 15, 1973

Item	Number Distributed	Percent of Total
Action Library Brochure	2145	25.1
Mini Fact Sheet	1455	17.0
Concept Paper (Lowell Martin)	987	11.5
Library Journal Article Reprint	726	8.5
Action Library Flyers	223	2.6
Objectives for the Demonstration	141	1.6
Bookmarks	588	6.9
Publicity Composite	86	1.0
Reading Program Outline	76	.9
June '72 Progress Report	38	.4
Community Survey Report	74	.9
Evaluation Design	82	.9
Evaluation Design Amendment	35	.4
February '72 Progress Report	60	.7
March '72 Audit Report	39	.5
March '72 Evaluation Report	37	.4
American Education Article Reprint	41	.5
Phase IV Annual Report	26	.3
June '72 Audit Report	24	.3
June '72 Evaluation Report	22	.3
CAB Materials	16	.2

Item	Number Distributed	Percent of Total
CAB Membership List	12	.1
Interagency Committee Membership List	11	.1
News Release	10	.1
Benford Dedication Speech	10	.1
Tribune Article Reprint	10	.1
Research Design	4	.1
Dedication Pictures	4	.1
Phase II Research Instruments	2	.0
Phase I Proposal	1	.0
LSCA Budget	1	.0
Action Library Floor Plan	1	.0
PAC Facts	1	.0
Perspective Article - December	54	.6
Action Institute Program	63	.7
CAB Newsletter	709	8.3
Evaluation Plan and Questions Outline	141	1.6
"Learning" Pamphlet	482	5.6
Sample Evaluation Forms	35	.4
Overview March 1973	1	.0
Registration, Attendance, Circulation Summary	45	.5
Project Activities Report	19	.2
Title III Quarterly Reprint	16	.2
	8553	99.7

PHILADELPHIA STUDENT LIBRARY PROJECT

MEDIA CITATIONS

June, 1972 - June, 1973

BRANCHING OUT, "Services for the Disadvantaged in Philadelphia," (Baltimore Co. Public Library, June, 1972)

SCHOOL LIBRARIES, summer, 1972, Vol. 21 # 4, (AASL)

AMERICAN LIBRARIES, "Public Relations Reporter," 8/72

LIBRARY JOURNAL, "North Texas State University: School-Public Library Study." September 15, 1972

WILSON LIBRARY BULLETIN, "The Month in Review: HEW to the Line," October, 1972

PAC Facts - October, 1972 (Community Newsletter)

PHILADELPHIA INQUIRER, Art Peters' column, November 22, 1972

SCHOOL LIBRARY JOURNAL, December, 1972

PERSPECTIVE, December, 1972
(monthly publication for Philadelphia School District teachers)

LIBRARY JOURNAL, "Community Information," 1/1/73

TOTAL COMMUNITY LIBRARY SERVICE, "Past and Present Efforts at Coordination of Library Services at the Community Level", by Kathleen Molz, 2/73

TITLE III and CHANGING EDUCATIONAL DESIGNS
Title III Quarterly, Spring, 1973

ELEMENTARY PRINCIPALS' Service Letter, April, 1973

CATHOLIC LIBRARY ASSOCIATION NEWSLETTER, April, 1973

LIBRARIES AND THE RIGHT TO READ 5/73

INFORMATION BULLETIN - LIBRARY OF CONGRESS, 8/3/73

SCHOOL DISTRICT OF PHILADELPHIA

ADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

MATTHEW W. COSTANZO
Superintendent of Schools

. BENFORD
Director

. HEARN
on Research Assoc.

L A. MARTIN
Consultant

August 17, 1973 - FOR RELEASE IMMEDIATELY

For Further Information: Contact Anne Hearn - LO 3-7223

PHILADELPHIA PROJECT MAKES PRESENTATION AT ALA

The Philadelphia Project made a formal presentation to the Children's Services Division at the annual national conference of the American Library Association in Las Vegas, Nevada on June 27. The Philadelphia Project was one of three projects on the CSD program which focussed on the exploration of new ideas.

John Q. Benford, Project Director of the Philadelphia Student Library Project, introduced a 12½ minute sound-slide presentation which explained the project's research base, its interagency sponsorship, its demonstration and thorough evaluation.

Following the presentations, which included the Louisville project, "A Public Library as Multi-Media Center for a Town," and the Baltimore County Public Library and School System, "A Joint Venture in Staff Development," the large group divided into three smaller groups for in-depth questioning.

Sparking questions and discussion for the Philadelphia Project were several panelists:

Carolyn Field, Coordinator of the Office of Work with Children, The Free Library of Philadelphia

Bernard Franckowiak, State School Library Supervisor, Wisconsin

Betty Fast, Coordinator of School Services,
Groton, Connecticut

Mary Elizabeth Ledlie, Coordinator of Youth Services,
Milwaukee Public Library

Mr. Benford and the panelists entertained questions about the extent and depth of the original research; about the project's intent to relate its programs and materials to curriculum design; about the method used to create a Community Advisory Board; and about the need to educate the community to high standards for school libraries.

Discussion was lively and productive. Ideas were exchanged between audience and discussion leaders.

The slide presentation is available to other groups who would like to know more about the Philadelphia Project. Arrangements should be made through Anne Hearn at the Project Center, LO 3-7223 (215).

# # # #

ACTION LIBRARY

PRE-SCHOOL THRU THIRD GRADE PICTURE BOOK LIST

HARD-BACK TITLES ONLY

September, 1973

N. W. Cor. 20th & Christian Sts.
Philadelphia, Pa. 19146
KI 5-1144

Pat Myrick
Bibliographer

A B C's

Alexander, Ann	A B C of cars and Trucks
Baskin, Leonard	Hosie's Alphabet
Bond, Jean Carey	A Is For Africa
Burningham, John	A B C.....Z
Crews, Donald	We read: A to Z
Falls, C. B.	A B C Book
Fife, Dale	Adam's A B C
Freeman, Don	Add-A-Line Alphabet
Garten, Jan	The Alphabet Tale
Libbey, Ruth Everding	Silly Billy's Alphabet
Matthiesen, Thomas	A B C
Munari, Bruno	Bruno Munari's A B C
Piatti, Celestino	Animal A B C
Sesame Street	The Sesame Street Book of Letters
Suyeoka, George	A is for Alphabet
Wildsmith, Brian	Brian Wildsmith's A B C's

AFRICAN/CARIBBEAN

Adoff, Arnold	Man Da La
Bond, Carey Jean	A is for Africa
Chandler, Edna Walker	Five Cent, Five Cent
Elkin, Benjamin	Why The Sun Was Late
Garfield, Nancy	The Tuesday Elephant
Hopkins, Marjorie	And The Jackal Played The Masinko
Jupo, Frank	Atu, The Silent One
Kindred, Wendy	Negatu In The Garden
Moskin, Marietta	Toto
Ness, Evaline	Josefina February
Olsen, Aileen	Bernadine and the Water Bucket
Surany, Anico	Monsieur Jolicoeur's Umbrella

AFRO-AMERICAN

Alexander, Martha	Bobo's Dream
Alexander, Martha	The Story Grandmother Told
Baker, Bettye	What Is Black?
Behrens, June	A Walk In The Neighborhood
Blue, Rose	Bed-Stuy Beat
Blue, Rose	Black, Black, Beautiful Black
Bond, Carey Jean	Brown Is A Beautiful Color
Bourne, Anne	Raccoons Are For Loving
Burch, Robert	Joey's Cat
Cabassa, Victoria	Trixie & The Tiger
Callahan, Dorothy	Under Christopher's Hat
Campbell, Ann	Start To Draw
Dobrin, Arnold	Scat!
Freeman, Don	Corduroy
Fife, Dale	Adam's A B C
Graham, Morris Ruth	The Happy Sound
Greenberg, Polly	Oh Lord, I Wish I Was A Buzzard
Grifalconi, Ann	City Rhythms
Hawkinson, John	Little Boy Who Lives Up High
Hawkinson, Lucy	The New River Train

Afro-American (Continued)

Hill, Elizabeth S.	Evan's Corner
Keats, Ezra J.	Goggles
Keats, Ezra J.	Hi Cat!
Keats, Ezra J.	A Letter To Amy
Keats, Ezra J.	The Snowy Day
Keats, Ezra J.	Whistle For Willie
Kempner, Carol	Nicholas
King, Helen H.	Willy
Koshland, Ellen	The Magic Lollipop
Lexau, Joan M.	Benjie
Lexau, Joan M.	Benjie On His Own
Lexau, Joan M.	Me Day
Lynch, Lorenzo	The Hot Dog Man
McGovern, Ann	Black Is Beautiful
Mendoza, George	And I Must Hurry For The Sea Is Coming In
Merriam, Eve	Project One-Two-Three
Myers, Walter	Where Does The Day Go
Napjus, Alice	Freddie Found A Frog
Reit, Seymour V.	Round Things Everywhere
Rice, Inez	A Tree This Tall
Rosenbaum, Eileen	Ronnie
Scott, Ann Herbert	Big Cowboy Western
Scott, Ann Herbert	Sam
Shay, Arthur	What Happens When You Go To The Hospital
Sonneborn, Ruth	I Love Gram
Steptoe, John	Birthday
Steptoe, John	Stevie
Steptoe, John	Train Ride
Steptoe, John	Uptown
Stone, Elberta H.	I'm Glad I'm Me
Van Leeuwen, Jean	Timothy's Flower
Welber, Robert	The Train
Williamson, Mel	Walk On
Wilson, Julia	Becky
Yezback, Steven A.	Pumpkinseeds

ANIMALS - COLLECTIONS OF

Barker, Carol	Carol Barker's Birds and Beasts
Carle, Eric	Do You Want To Be My Friend
Chen, Tony	Run Zebra Run
De Regniers, Beatrice	It Does Not Say Meow
De Regniers, Beatrice	May I Bring A Friend?
Flanders, Michael	Creatures Great and Small
Grabianski, Janusz	Wild Animals
Gay, Zhenya	Look!
Kuskin, Karla	Roar and More
Kaufman, Bob	Watch My Tracks
Wildsmith, Brian	Brian Wildsmith's Wild Animals

ANTI-WAR/FIGHTING

Foreman, Michael	Moose
Fitzhugh, Louise	Bang, Bang, You're Dead
Kohn, B nice	One Sad Day
Peet, Bill	The Pinkish, Purplish, Bluish Egg
Ringi, Kjell	The Stranger
Say, Allen	Dr. Smith's Safari

BIRTHDAYS

Balian, Lorna	I Love You, Mary Jane
Carle, Eric	Secret Birthday Message
Fern, Eugene	Birthday Presents
Hoban, Russell	A Birthday For Frances
Hutchins, Pat	The Surprise Party
Kumin, Maxine	Joey and The Birthday Present
Scott, Ann	Big Cowboy Western
Seuss, Dr.	Happy Birthday To You!
Steptoe, John	Birthday
Wilson, Julia	Becky

CARS, TRAINS, TRUCKS, AIRPLANES

Alexander, Anne	A B C of Cars and Trucks
Brown, Margaret	Two Little Trains
Burton, Virginia	Mike Mulligan
Janosch	The Magic Auto
Lenski, Lois	The Little Auto
MacDonald, Golden	Red Light, Green Light
MacDonald, Golden	Whistle For The Train
Mayer, Mercer	Me and My Flying Machine
Myers, Lou	In Plenty of Time
Peet, Bill	The Caboose Who Got Loose
Rockwell, Anne	Thruway
Slobodkin, Louis	Clear The Track For Michael's Magic Train
Young, Miriam	If I Drove A Truck
Zaffo, George	The Giant Nursery Book of Things That Go

CITY/NEIGHBORHOOD

Behrens, June	A Walk In the Neighborhood
Bond, Jean	Bed-Stuy Beat
Fife, Dale	Adam's A B C
Greene, Roberta	Two and Me Makes Three
Lynch, Lorenzo	The Hot Dog Man
MacDonald, Golden	Red Light. Green Light
McGinley, Phyllis	The Horse Who Lives Upstairs
Solbert, Ronni	I Wrote My Name On The Wall
Uptown, John	Stevie
Steptoe, John	Train Ride
Steptoe, John	Uptown
Tresselt, Alvin	Wake Up City!
Wright, Dare	Edith and Little Bear Lend A Hand

CLASSICS

Bemelmans, Ludwig	Madeline
Bemelmans, Ludwig	Madeline In London
Brown, Margaret Wise	Wheel On The Chimney
Brunhoff, Jean De	Babar Visits Another Planet
Brunhoff, Jean De	The Story of Babar
Brunhoff, Jean De	The Travels of Babar
Burton, Virginia Lee	Katy and The Big Snow
Burton, Virginia Lee	The Little House
Burton, Virginia Lee	Mike Mulligan and His Steam Shovel
Dougherty, James	Andy and The Lion
Dubois, William P.	Three Little Pigs
Felt, Sue	Rosa-Too-Little
Flack, Marjorie	Ask Mr. Bear
Flack, Marjorie	Story About Ping
Gramatky, Hardie	Hercules
Gramatky, Hardie	Little Toot
Handforth, Thomas	Mei Li
McCloskey, Robert	Blueberries for Sal
McCloskey, Robert	Make Way for Ducklings
McGinley, Phyllis	The Horse Who Lived Upstairs
Slobodkina, Esphyr	Caps For Sale
Saur, Juli	Mike's House
Spier, Peter	The Fox Went Out On A Chilly Night
Ward, Lynd	The Biggest Bear
Will and Nicolas	Four-Leaf Clover

COLORS

Lobel, Arnold	The Great Blueness
Reiss, John J.	Colors

COMMUNITY WORKERS

Lenski, Lois	The Little Farm
Lenski, Lois	Policeman Small
Lynch, Lorenze	The Hot Dog Man

CONSERVATION/ENVIRONMENT/POLLUTION

Bechtel, Beverly	Lancelot the Ocelot
Haley, Gail	Noah's Ark
Hurd, Edith	Wilson's World
Massie, Diane Redfield	The Monstrous Glisson Glop
Olsen, Ib Spang	Smoke
Peet, Bill	The Wump World
Rice, Inez	A Tree This Tall
Seuss, Dr.	The Lorax
Thayer, Jane	Quiet On Account of Dinosaur
Wright, Dare	Edith & Little Bear Lend A Hand

CREATIVE

Borten, Helen	Do You See What I See?
Campbell, Ann	Start To Draw
Pinkwater, Manus	Bear's Picture
Spilka, Arnold	Paint All Kinds of Pictures
Tupo, Frank	Atu, The Silent One
Withers, Carl	The Tale of A Black Cat

DEATH

Abbott, Sarah	The Old Dog

DIRECTIONS

Branley, Franklin	North, South, East and West

DIVORCE

Lexau, Joan M.	Me Day

EMOTIONALLY DISTURBED

Krasilovsky, Jessica	The Boy Who Spoke Chinese

FAST AND SLOW

Schlein, Miriam	Fast Is Not A Ladybug

FAMILY

Brownstone, Cecily	All Kinds of Mothers
Hoban, Russell	Herman The Loser
Hutchins, Pat	Titch
Lenski, Lois	Let's Play House
Lenski, Lois	Papa Small
Scott, Ann Herbert	On Mother's Lap
Scott, Ann	Sam
Sonneborn, Ruth	I Love Gram
Stewart, Robert	The Daddy Book
Zolotow, Charlotte	A Father Like That

FEELINGS/EMOTIONS

Need To Be Accepted:

Yashima, Taro	Crow Boy

To Accomplish:

Friskey, Margaret	Indian Two Feet and His Horse

Feelings/Emotions (Continued)

Anger:	
Hitte, Kathryn	Boy, Was I Mad
Anger, Frustration:	
Preston, Edna	The Temper Tantrum Book
Envy:	
Hutchins, Pat	Tom and Sam
Fear:	
Babbitt, Natalie	The Something
Frustration, Anger:	
Cretan, Gladys	Messy Sally
Grouchy:	
Ardizzone, Edward	The Wrong Side of the Bed
Important:	
Hoff, Syd.	Herschel The Hero
Inadequate:	
Hutchins, Pat	Titch
Insecurity, Jealousy:	
Scott, Ann	On Mother's Lap
Itchy, Jealous, Lonely:	
Kindred, Wendy	Negatu In The Garden
Jealousy:	
Hanson, Joan	I Don't Like Timmy
Hoban, Russell	A Birthday For Frances
Loneliness:	
Duvoisin, Roger	Lonely Veronica
Ets, Marie Hall	Play With Me
Jewell, Nancy	The Snuggle Bunny
Skorpen, Liesel	Plenty For Three
Loneliness - Love:	
Freeman, Don	Corduroy
Lonely:	
Yezback, Steven	Pumpkin Seeds
Love:	
Flack, Marjorie	Ask Mr. Bear
Overprotected:	
Friedman, Aileen	The Castles of The Two Brothers
Succeed, Need to:	
Keats, Ezra Jack	Whistle For Willie
Todd, Barbara	Juan Patricio

Identity (Contied)

Lionni, Leo	Fish Is Fish
Lionni, Leo	Swimmy
Mallett, Anne	Here Comes Tagalong
Morris, William	The Oyster's Secret
Moskin, Marietta	Toto
Pelavin, Cheryl	The Little Brown Bear
Pinkwater, Manus	Bear's Picture
Ressner, Phil	August Explains
Scott, Ann	Sam
Simon, Norma	I Know What I Like
Stone, Elberta	I'm Glad I'm Me
Waber, Bernard	You Look Ridiculous
Weisgard, Leonard	Whose Little Bird Am I

IMAGINATIVE (STIMULATES IMAGINATION)

Anglund, Joan Walsh	Cowboy and His Friend
Borten, Helen	Do You Go Where I Go?
Cabassa, Victoria	Trixie and The Tiger
Charmatz, Bill	The Cat's Whiskers
Ets, Marie Hall	Talking Without Words
Hallinan, P. K.	How Really Great
Hoban, Tana	Look Again
Koshland, Ellen	The Magic Lollipop
Levenson, Dorothy	The Magic Carousel
Lofgren, Ulf	Whatever You Want
Mayer, Mercer	A Silly Story
Mendoza, George	And I Must Hurry For The Sea Is Coming In
Sendak, Maurice	In The Night Kitchen
Sendak, Maurice	Where The Wild Things Are
Seuss, Dr.	If I ran The Zoo
Seuss, Dr.	On Beyond Zebra
Seuss, Dr.	Scrambled Eggs Super!
Shulevitz, Uri	One Monday Morning
Steig, William	Sylvester and The Magic Pebble
Steiner, Charlotte	Look What Tracy Found
Ungerer, Tomi	Crictor
Ungerer, Tomi	Emile

LISTENING

Borten, Helen	Do You Hear What I Hear?
Kuskin, Karla	All Sizes of Noises
Kuskin, Karla	Roar and More
Shulevitz, Uri	Oh What A Noise!

MANNERS

Joslin, Sesyle	What Do You Say, Dear
Vipont, Elfrida	The Elephant and The Bad Baby

FRIENDSHIP

Balian, Lorna	I Love You Mary Jane
Bel Geddes, Barbara	So Do I
Brenner, Barbara	Mr/ Tall and Mr. Small
Buckley, Peter	William, Andy and Ramon
Carle, Eric	Do You W ant To Be My Friend?
Deregniers, Beatrice	May I Bring A Friend?
Dunne, Mary Collins	Gregory Gray and The Brave Beast
Freeman, Don	Beady Bear
Freeman, Don	Corduroy
Garfield, Nancy	The Tuesday Elephant
Greene, Roberta	Two and Me Makes Three
Hoban, Russell	Save My Place
Hutchins, Pat	Tom and Sam
Jewell, Nancy	The Snuggle Bunny
Keats, Ezra Jack	A Letter To Amy
Keats, Ezra Jack	Apt. 3
Madian, Jon	Two Is A Line
Mandry, Kathy	The Cat and The Mouse
Marshall, James	George and Martha
Peet, Bill	The Ant and The Elephant
Raskin, Ellen	Franklin Stein
Schick, Eleanor	Making Friends

GOOD NIGHT/SLEEPY BOOK

Brown, Margaret Wise	A Child's Good Night Book
Coatsworth, Elizabeth	Good Night
Emberley, Barbara	Night's Nice
Preston, Edna	Monkey In The Jungle
Rothman, Joel	Night Lights
Ryan, Cheli	Hildilid's Night
Seuss, Dr.	Dr. Seuss's Sleep Book
Winthrop, Elizabeth	Bunk Beds
Zolotow, Charlotte	Sleepy Book

IDENTITY

Berg, Jean Horton	There's Nothing To Do, So Let Me Be You
Callahan, Dorothy M.	Under Christopher/s Hat
Dobrin, Arnold	Scat!
Felt, Sue	Rosa-Too-Little
Flack, Marjorie	Story About Ping
Hill, Elizabeth Starr	Evan's Corner
Horvath, Betty	Jasper Makes Music
Janosch	The Crocodile Who Wouldn't Be King
Jupo, Frank	Atu, The Silent One
Kent, Jack	The Wizard of Wallaby Wallow
King, Helen	Willy
Krauss, Robert	Leo The Late Bloomer
Lexau, Joan	Benjie
Lexau, Joan	Benjie On His Own
Lionni, Leo	The Biggest House In The World

MONSTERS

(Witches, Ghosts, Wizards, Dinosaurs, Griffins, etc.)

Adams, Adrienne	A Woggle of Witches
Aliki, Diogenes	My Visit To The Dinosaurs
Babbitt, Natalie	The Something
Bright, Robert	Georgie
Bright, Robert	Georgie and The Noisy Ghost
Bright, Robert	Georgie To The Rescue
Calhoun, Mary	Wobble The Witch Cat
Coombs, Patricia	Dorrie and The Blue Witch
Coombs, Patricia	Dorrie and The Goblin
Coombs, Patricia	Dorrie and The Haunted House
Freeman, Don	Hattie The Backstage Bat
Hoff, Syd	Mrs. Switch
Kent, Jack	The Wizard of Wallaby Wallow
King, Jean Callan	Miss Mehitable's Monster
Kishi, Nami	The Ogre and His Bride
Lindgren, Astrid	The Tomten
Iofgren, Ulf	What Ever You Want
Slobodkin, Louis	Dinny and Danny
Thayer, Jane	Gus Was A Friendly Ghost
Thayer, Jane	Quiet On Account of Dinosaur
Tison, Annette	Barbapapa's Voyage
Wahl, Jan	Cristobal and The Witch
Yolen, Jane	The Witch Who Wasn't
Zemach, Harve	The Judge

MONTHS

Tudor, Tasha	Around The Year
Updike, John	A Child's Calendar

NUMBERS

Carle, Eric	1, 2, 3 To The Zoo
Duvoisin, Roger	Two Lonely Ducks
Eichenberg, Fritz	Dancing In The Moon
Emberly, Ed	One Wide River To Cross
Friskey, Margaret	Chicken Little
Hawkinson, Lucy	That New River Train
Hoban, Tana	Count and See
Kapral, Joan	Little Lost Bee
Merriam, Eve	Project 1 - 2 - 3
Merrill, Jean	How Many Kids Are Hiding On My Block?
Oxenbury, Helen	Numbers of Things
Peppe, Rodney	Circus Numbers
Reiss, John J.	Numbers
Rowan, Dick	Everybody In
Smith, Donald	Farm Numbers
Wildsmith Brian	Brian Wildsmith's 1, 2, 3's
Ziner, Feenie	Counting Carnival

OPPOSITES

Hoban, Tana	Push - Pull; Empty - Full
Karp, Laura	Opposites
Kohn, Bernice	How High Is Up

RHYMES, RIDDLES, PUZZLES, AND GAMES

Cameron, Polly	I Can't Said The Ant
Charlip, Remy	Mother, Mother
De Regniers, Beatrice	It Does Not Say Meow
Emberley, Barbara	Drummer Hoff
Flanders, Michael	Creatures Great and Small
Frank, Josette	Poems To Read To The Very Young
Lippman, Peter	The Little Riddle Book
Memling, Carl	Old Man Riddle
Miles, Betty	Just Think!
Moore, Lilian	I feel The Same Way
Patrick, Gloria	This Is....
Peppe, Rodney	Hey Riddle Diddle
Sargent, Robert	Everything Is Difficult At First
Wildsmith, Brian	Brian Wildsmith's Puzzles

SCHOOL

Amoss, Berthe	The Very Worst Thing
Cohen, Miriam	The New Teacher
Hurd, Edith	Come With Me To Nursery School
Lystad, Mary	Jennifer Takes Over PS 94
Marino, Dorothy	Buzzy Bear's First Day At School
Oliver, Jane	Pierre, The Muskrat

SEASONS

Chwast, Symour	Still Another Children's Book
Udry, Janice May	A Tree Is Nice

Spring:

Calhoun, Mary	The Flower Mother
Hoffmann, Hilde	The Green Grass Grows All Around
Johnson, Crockett	Will Spring Be Early or Will Spring Be Late?
Krauss, Ruth	The Happy Day
Zion, Gene	Really Spring

Summer:

Adelson, Leone	All Ready for Summer
Lionni, Leo	Fish Is Fish
Lionni, Leo	Swimmy
Miles, Betty	A Day of Summer

Fall:

Bancroft, Henrietta	Down Come The Leaves
Kumin, Maxine	Follow The Fall

Winter:

Attenberger, Walburga	Little Man In Winter
Kay, Helen	One Mitten Lewis
Knotts, Howard	The Winter Cat
Kumin, Maxine W.	A Winter Friend
Miles, Betty	A Day of Winter

SHAPES

Budney, Blossom	A Kiss Is Round
Freeman, Mae	Finding Out About Shapes
Jeruchim, Cecile	Hello Do You Know My Name?
Kessler, Ethel	Are You Square?
Reit, Seymour	Round Tidings Everywhere
Schlein, Miriam	Shapes

SIZES

Krasilovsky, Phyllis	The Very Little Girl

STORY - SONGS

Blue, Rose	Bed-Stuy Beat
Chase, Richard	Billy Boy
Emberly, Ed	One Wide River To Cross
Hawkinson, Lucy	That New River Train
Hoffman, Hilde	The Green Grass Grows All Around
Ipear, Dahlov	The Cat Came Back
Langstaff, John	Frog Went A Courtin
Spier, Peter	The Fox Went Out On A Chilly Night

WEARING GLASSES

Raskin, Ellen	Spectacles

WEATHER

Rain:

Charlip, Remy	Where Is Everybody?
Garelick, May	Where Does The Butterfly Go When It Rains?
Parsons, Ellen	Rainy Day Together
Raskin, Ellen	And It Rained
Shulevitz, Uri	Rain, Rain Rivers
Yashima, Taro	Umbrella

Weather (Continued)

Snow:

Hoff, Syd	When Will It Snow
Keats, Ezra	Snowy Day

Wind:

Ets, Marie Hall	Gilberto and The Wind

WORDLESS

Alexander, Martha	Bobo's Dream
Amoss, Berthe	By The Sea
Ardizzone, Edward	The Wrong Side of the Bed
Aruego, Jose	Look What I Can Do
Baum, Willi	Birds of a Feather
Carle, Eric	Do You Want To Be My Friend?
Goodall, John S.	The Ballooning Adventures of Paddy Pork
Mari, Iola	The Chicken and The Egg
Olschewski, Alfred	Winter Bird
Schick, Eleanor	Making Friends
Ungerer, Tomi	Snail, Where Are You?

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